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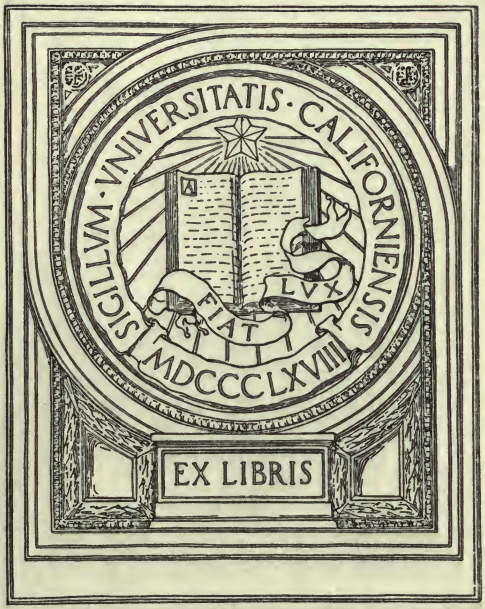
The Beginners' Department

ANGELINA W. WRAY

The "Times" Handbooks for Sunday-School Workers. Number 7

GIFT OF
Gladys Isaacson



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THE BEGINNERS' DEPARTMENT

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THE BEGINNERS' DEPARTMENT

By

Angelina W. Wray

AUTHOR OF

"Jean Mitchell's School,"
"Glimpses of Child Nature," etc.

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GIFT OF
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CHAPTER I

THE NEED FOR THE BEGINNERS' DEPARTMENT

Why should we have a Beginners' Department? Is it really necessary to teach the youngest children in a separate class?

These are questions often asked with the utmost honesty by superintendents, pastors, and teachers who are unfeignedly desirous of giving the best help to the children under their care.

"Why," ask many primary teachers, "should the department we have tried so hard to organize, to which we have given earnest thought and affection,—why should this department be decreased in membership by the withdrawal of some of the children?"

"Why," inquire other teachers, "should a school that has many uses for its scanty funds be asked to contribute supplies for another class?"

"I plan my work carefully," says still another teacher, "and try to help the oldest as well as the youngest in my class. Of course, I sometimes fail, but as a rule I am conscious that no child goes from my room without having been helped by the lesson taught. This being true,

what possible gain can come through a separation?"

Let us consider the last speaker's words first. Let us visit her department some Sunday afternoon. The room is well-filled. At the front, in tiny chairs, are several three-year-olds. Farther back is a nine-year-old boy with his wee sister. Here is a shy little lady of four, nestling close to her eight-year-old protector. Three, four, five, six, seven, eight, nine—children of all these varying ages are present.

There are several assistants present also, helping in maintaining order and in teaching the supplementary work. The program is bright and attractive. When the regular lesson for the day is taught the children listen attentively. We leave the room feeling admiration and respect for the skilful teacher.

Perhaps there are good reasons why the plan described is the best for that particular Sunday-school. It may be that, under existing circumstances, the teacher is doing the right thing and has no need to feel discouraged or conscience-smitten over the matter. Nevertheless the fact remains that the plan does not and cannot give the best results for the children.

No teacher could give a lesson that would be equally adapted to such varying ages. Three years and nine view the world from standpoints

as far apart as the east and west. If the teaching is satisfying to the needs of the older pupils it will be above the comprehension of the younger ones. Again, hymns and exercises suitable for the tiniest learners are too simple for the older ones. In every department in which the ages are so diverse, the teacher consciously or unconsciously adapts the truth to either the younger or older, and in almost every case the latter is favored, because otherwise she finds herself unable to hold their attention.

"But," says some one, "if the little ones listen and seem interested they must be receiving benefit."

This does not always follow. I remember visiting a German church one Sunday. I understood very little German. The hymns, prayers, and sermon were almost unintelligible to me. Yet I listened with real interest, attracted by the earnestness of minister and congregation. In so far as I was impressed by the reverential spirit shown, I was helped in my own spiritual life. But for real spiritual growth would I not, if I could choose, go to some church where the preaching was adapted to my needs and could be readily understood?

The little children cannot choose for themselves. They must go where their parents send them. They must accept the kind of teaching

given them. But should we not see to it that their needs are met in the most helpful way?

If a teacher must deal with these varied ages, let her plan her session so that some part of it is especially adapted to the youngest as well as the oldest. Then, having done that, let her not be content to rest satisfied, but keep a sharp outlook for better conditions.

As for the question of finances, it is a very serious one in many schools, and a thoroughly equipped beginners' department, meeting in its own well-furnished room, receiving cards, papers, etc., each Sunday, means a considerable outlay of money. I have heard persons say unhesitatingly when the plan was suggested, "It would be impossible in our school. We have hard work to pay our expenses as it is." But if the superintendent and teachers become convinced of the real value of the department they will find a way to make it work. No true worker despises the day of small things. If it is possible to equip the department in accordance with the best suggestions for the children's comfort and mental advancement, the investment is unquestionably wise, even if considered from a purely material standpoint. But all over the land there are Sunday-schools that might organize beginners' departments, yet are deterred by the fact that they cannot get all the

paraphernalia they deem necessary. To have a successful beginners' department, but three things are absolutely indispensable—first, a good teacher; second, a place in which the teaching may be done, and third, children to be taught. The place may be but a corner separated from the rest of the room by a screen.

This does not mean that a good teacher cannot do better teaching under better conditions. The better the teacher, the more use she will be able to make of all the helps that can be given her. But it does mean that a good teacher will do good teaching under any conditions, because all around her keen eyes will see a wealth of illustration and help that may be hers for the taking.

Many Sunday-schools have discovered, upon organizing the class, that the rest followed easily. Sometimes parents, seeing its value, have helped out with the financial part. Very often the church has aided the work by contributing furniture or money. Sometimes a wealthy man or woman in the congregation has assumed the responsibility of supplying its needs. God has promised to bless all earnest efforts put forth in his name, and surely work for the little children must meet with the approval of the great Father.

In regard to the objection urged by some pri-

mary teachers that their own department is decreased, the fact that better work can be done for both younger and older children should be sufficient answer.

The children removed from the primary classes are not lost. They will return in a few years, better able to understand and appreciate the more advanced lessons.

And now we have come back to the question, "Why should we have beginners' departments?" "Is it really necessary?" Emphatically, *yes*.

First, because the youngest children need simpler teaching.

Second, because their interests are almost entirely in the home-life, and illustrations connected with that will mean more to them, while the primary children are often far more deeply impressed by an incident of school life or the more active sports in which they engage.

Third, because repetition is even more essential at this age than a little later.

Fourth, because the two-year International Beginners' Course deals with thoughts and emotions common to all little children. The tiny child desires to know many things, and the Beginners' Lessons, starting as they do with the thought of God the Creator, lead the childish mind naturally to the emotion of gratitude to God the Father.

If the course is begun (as it is intended it should be) the first of September, the lessons on thankfulness will come at Thanksgiving time, and then, as we talk about sharing our blessings with others, will lead up to the Christmas thought and the great gift of the little Christ-Child.

Other lessons given are those on Reverence, Obedience, Repentance, Forgiveness, etc.; all touching very closely on the experience of even the youngest child, while the fact that several lessons are devoted to each theme serves to deepen the impressions made.

CHAPTER II

THE SUPERINTENDENT

The superintendent of the beginners' department should be chosen with the utmost care. There are some qualifications that are absolutely essential, and any Sunday-school ignoring them in its choice will make a grave mistake.

A woman is almost invariably selected for the position, and this is wise, for little children, accustomed to constant association with the mother in the home, feel less timidity in their new surroundings when this is the case. Many persons contend that only mothers should be teachers of the youngest children, and consecrated mothers do, indeed, sometimes make ideal teachers, but it is not always possible to secure the right kind. The qualifications I shall mention are just as essential for mother-teachers as for any others, and without them the work done in the most beautiful class-room will be a failure.

First—the superintendent must have a heart full of love for God, her Father, and Christ, her Saviour.

She may be ideal in every other way, but unless she realizes the brooding tenderness of the

heavenly Father, feels the touch of the nail-pierced hands and hears the gentle whisper of the Redeemer, she cannot lead the child-heart to the fullest joy and confidence.

Second—She must have a heart full of love for little children.

It is not always the most effusive sentiment that is the deepest. The teacher who constantly refers to children as "sweet little darlings" may not have as much genuine affection for them as another who rarely uses pet names. Real love shows itself in readiness to help the little ones outside of the class-room and on other days besides Sundays, in patience with their faults and mistakes, and in earnest endeavor to link home and school.

Third—She must be willing to learn.

A self-satisfied teacher is a poor teacher. No matter how wise she is, no matter how good the methods she uses, the moment she becomes convinced that there is nothing more for her to learn, that moment she begins to retrograde. There is always something for the teacher to learn. New, fresh ways of presenting old truths, better ways of reaching the child-mind, new ways of reaching the parents through the little ones—these and countless other discoveries are constantly being made by live, thoughtful teachers, and those who would do the best work must

keep abreast of the times. Beginners' teachers, especially if they use the two-year International Course (or any other in which the lessons are repeated with great frequency), will find need to guard against this danger. Repeating the same lessons in the same way, using the same objects, the same blackboard illustrations, the same songs, the same pictures, and the same prayers, will ultimately deaden all originality and weaken their user, however perfect they may be in themselves.

Fourth—She must have a winning manner. To teach little children it is not enough that the teacher be *good*. It is not enough that she have love for the tiny listeners. She may be a veritable saint, she may feel deep and earnest affection for childhood, but unless she has power to attract it toward herself she will not succeed as a beginners' teacher. This is an indescribable power, because, real and indisputable as it is, its secret cannot be put into words. It belongs to neither youth nor age, beauty nor ugliness. I have seen very homely, awkward persons to whom little children were drawn by some irresistible fascination, while beautiful and graceful women vainly tried to gain their favor, and I have seen the cases exactly reversed. To some extent, at least, it is possible of acquirement, but happy is that teacher to whom God has freely

given this wonderful gift, and happy is that Sunday-school which numbers among its teaching force some whom the wee children love without knowing why.

Fifth—She must be able to use both patience and firmness.

Order is necessary if good teaching is to be done. If the teacher of the beginners' class allows the little ones to wander around the room at their own sweet will, lets them keep up a constant chatter while she is talking, smiles indulgently at Freddie as he thumps his chair on the floor, simply shakes her head at Susie when that white-robed cherub slaps Nelly for the third or fourth time,—if she permits these things to continue unchecked, the children might far better remain at home. The lesson she endeavors to teach with her lips is nullified by the lesson she teaches by her actions. The class is learning irreverence, inattention, carelessness, rudeness and disobedience; evil weeds that grow quickly and bring forth abundant fruit in the primary and junior departments.

Patience, that virtue needed by every teacher in every grade, is needed in fourfold measure by those who deal with beginners. With the best intentions in the world, the little people often do things exactly opposite to directions given them. They forget and forget, and have to be

reminded again and again. An impatient teacher irritates and frets them. But she who is wise remembers that patience and firmness go hand in hand, and that they are not antagonistic, but each is supplementary to the other.

Other qualifications might be mentioned: enthusiasm, originality, keen sense of responsibility, etc. All are helps. All have their value. Nevertheless, I believe that the five qualifications given are those that are really indispensable. Leave even one out and the department, however well-equipped in other ways, will never do its best work. Find a teacher or superintendent who combines them all, and the department, however poorly furnished, will accomplish results that will tell in time and in eternity. The teachers make or mar the school. The beginners' teacher makes or mars her class or department.

CHAPTER III

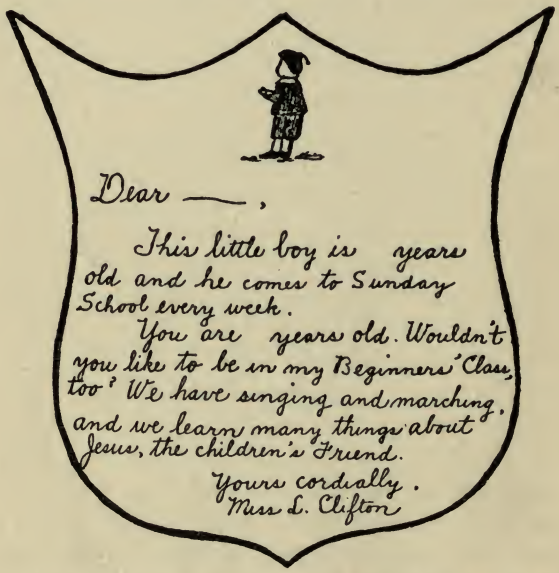
ORGANIZING THE DEPARTMENT

In Sunday-schools in towns or cities it is an easy matter to build up a large beginners' department, provided the superintendent who has been chosen will devote a little time and energy to the work.

Almost every primary department includes a few children under six years of age, who have accompanied their older brothers or sisters. Many superintendents are content to put these in a separate division and call it the beginners' department, not realizing that the few may be but the nucleus of a large class.

A certain school had come to the conclusion that it ought to have a beginners' department. A room was set apart for the purpose, a teacher and assistant were provided, and seven little children, taken from the primary class, met Sunday after Sunday for a year. From time to time announcements of the new department were made in church by the pastor and in the main school by the superintendent, but the class did not grow. At the end of the year the teacher resigned. The primary teacher, realizing the better work she had done since the di-

vision, was reluctant to go back to old conditions, but many of the church officials felt that the room which had been used by the beginners was needed for other purposes, and suggested keeping the little children apart from the others in one corner of the primary room.



Dear —,

This little boy is years old and he comes to Sunday School every week.

You are years old. Wouldn't you like to be in my Beginners' Class, too? We have singing and marching, and we learn many things about Jesus, the children's Friend.

Yours cordially.
Miss L. Clifton

At last a young lady volunteered to teach the "tots," with the distinct understanding that if the class outgrew its little corner it should be given the use of the large room again.

She then spoke to every child in the primary

department, asking if any of them had smaller brothers or sisters at home. To all who said they had a little brother she gave a pretty card cut from scarlet cardboard in the shape of a shield. The card was decorated with a small scrap-picture that made it very attractive. The invitation was written in white ink.

To those who had little sisters she gave the same kind of card, with a picture of a girl at the top. The blanks were, of course, properly filled out with name and age.

In a little blank book she kept a record of every card sent out, with the addresses. Every time a child entered Sunday-school in response to the invitation she put a check opposite his or her name, and then at the end of a month called personally at the homes from which no response had been received.

Many parents said they would be glad to send their little ones, but had hesitated to do so, fearing they might not be quiet during the session. Miss Clifton assured them that she anticipated no trouble, as the meetings were very interesting and there was so much to do and see that there was no time for disorder.

A few parents said their children were timid and would not remain alone. She gave them a cordial invitation to come with them and visit the class.

Some thought the distance too great. In a few cases this difficulty was met by older girls from the Junior League, who volunteered to call for the beginners and see that they returned safely when school was out. If this plan was not feasible under existing conditions, Miss Clifton asked permission to enroll the child in question as a home member of the class, and took special care to send him an invitation on Children's Day, Rally Day, Thanksgiving, Christmas and Easter.

In two months the beginners' class increased from seven to thirty-seven.

The same plan was then pursued with the junior and main departments of the school, after which Miss Clifton obtained from the pastor the address of every member of the church. She enlisted several other young ladies as helpers, and they called on the entire list.

Many discoveries were made during this canvass, which, as the members were scattered, practically covered the whole city. In several instances the workers found five or six children whose parents belonged to the church, but who had never sent their boys and girls to any Sunday-school, and many times the excuse given was, "No one ever asked about them or took any interest in them."

Almost invariably, after a little pleasant ex-

planation, these parents consented to enroll themselves as members of the Home Department, or to join Bible Classes in the main school, urged their older children to attend, let the little ones become members of the beginners' or primary department, and proudly received certificates of baby's membership on the Cradle Roll.

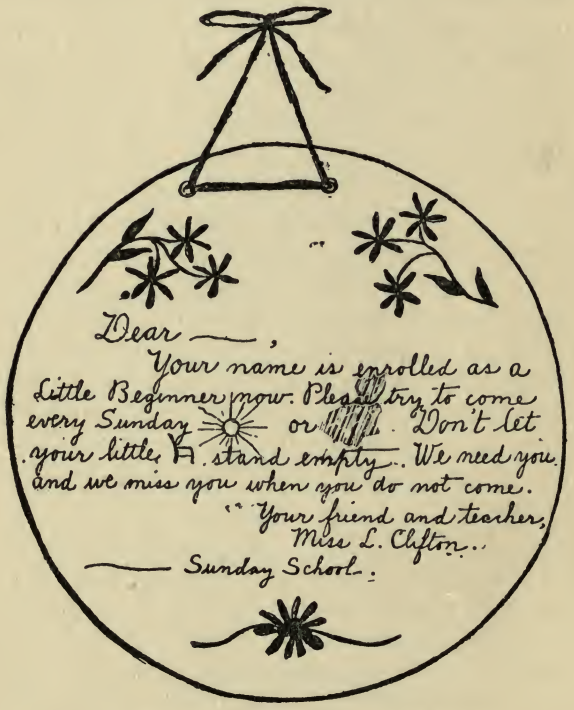
Sometimes the visitors discovered, by inquiry, that new families had moved into the neighborhood. If they were members of other religious denominations, their names and addresses were given to the pastor of the nearest church of their choice. If, however, they belonged to no church, they were heartily invited to attend the one to which the visitor belonged, while their children were secured for that Sunday-school.

In six months Miss Clifton's beginners' class numbered ninety-two, with an average attendance of sixty. The primary, junior and main departments had doubled, two large Bible classes had been formed, the Home Department had increased from thirty to one hundred, and the Cradle Roll, instead of twenty, proudly recorded eighty-six names.

Better than all, the church itself felt the influence of the new enthusiasm. New faces were seen in the pews and old faces long absent were again noted.

Every beginner received an enrolment card,

and Miss Clifton, knowing full well the attraction pictures and gay colors possess for a little child, made them as fascinating as possible, tying



them with ribbon and decorating them with pictures of flowers.

Both invitation and enrolment cards may be

purchased from the various publishing houses, but if a teacher has time to do so, or can get other persons to help her, she will find that, at a trifling expense, she can make cards that are just as highly prized by the children.

Any kindergarten supply company will furnish one hundred five-inch cardboard squares in pretty colors, for thirty cents. For ten cents the Milton Bradley Co. furnish an envelope of assorted scrap pictures, containing numerous small pictures suitable for pasting on these cards. The majority of teachers will prefer the envelopes containing flower or children's pictures. Three spools of baby ribbon, at ten cents a spool, will provide enough ribbon for more than one hundred cards. For a class of fifty the invitation and enrolment cards will cost less than seventy-five cents, for there will be enough ribbon and pictures left to use on other occasions.

Of course the cards have to be cut into the shapes suggested, and many teachers may prefer to spare themselves this extra labor, but the different forms appeal wonderfully to the child, and the toiler will feel amply repaid by their added delight if she can make the effort.

In many churches there are persons who are "shut-in" by illness or other physical disability, who would gladly do this pretty work if they

were asked, and who would feel themselves brought into new relationship with the Sunday-school by so doing.

Organizing a beginners' department in town or city Sunday-schools is not a difficult undertaking, ordinarily. In country districts the case is far different, and the teacher will find herself confronted by many obstacles. Even after she has succeeded in forming her class she must be prepared to face the fact that stormy weather or bad roads will often cause numerous absences. Nevertheless, perseverance and enthusiasm will bring rich results, and the country teacher should remember for her own encouragement that the very best and most lasting impressions are sometimes made when the class is smallest.

CHAPTER IV

ONE BEGINNERS' DEPARTMENT

It was in a large Sunday-school in which children and demands were many, but funds unfortunately small. Miss Wheeler, the superintendent of the department, had to get along without many of the things she wished, for with the best of good will on the part of the superintendent of the school there was barely enough money available for the necessities.

The room was neither large nor very light, but it was very pretty and attractive. To the forty-eight tiny children who called it "our room" it was the loveliest place in the world, first, because their own homes boasted little beauty, but most of all, because everything in it, they felt, belonged to them.

The seats were high. Miss Wheeler sometimes dreamed tantalizing dreams of a time when comfortable little chairs would keep the tiny weary legs from swinging, but as that item alone would cost at least twenty dollars, it seemed merely a bright vision. She could only mitigate the discomfort by having frequent marching or standing exercises that rested the tired muscles.

A small organ stood in one corner of the room. On its flat top was a large bronze-green jardiniere that was always filled with flowers, bright leaves, or evergreen. A pretty pink and white cup stood there, too, utilized each Sunday to hold the collection.

The old cracked walls, which had once been green, were dim and faded, but all the worst places were skilfully concealed, for Miss Wheeler had pasted a frieze of wall-paper around the room about three feet from the floor. It was really border paper, and had cost two cents a yard, but was so exquisitely dainty and pretty, with its clusters of pink rosebuds on a dull white background, that no one would have suspected its cheapness. A two-inch border of gold at the top of the frieze added immeasurably to its effect.

Above the frieze hung nineteen of the prettiest pictures in the Beginners' Supplementary Lessons, the course outlined by Miss Marion Thomas. They had been carefully mounted on gray cardboard, and were hung by pink baby ribbon, so that they might easily be taken down. For the teacher's convenience they were arranged according to season, those in the front and back representing summer and winter, while the two sides represented spring and autumn. The spring pictures included Easter Lilies,

Feeding the Chickens, The Narcissus, and Jesus and Mary; for summer, Helping Grandma, Picking Berries, The Flag, The Boy with the Loaf, and Gathering Daisies; for autumn, The Boy and the Dog, The Squirrel, Children in the Wheat Field, and Giving Thanks; while for winter Miss Wheeler had selected, Making Christmas Gifts, The Baby Jesus, The Shepherds, The Country Church, Christ Blessing Children, and The Wise Men (one of the larger pictures in the regular International Beginners' Course).

On each wall hung three monthly calendars, the foundation of each being an eighteen-inch square of dark gray cardboard, with figures at the lower right-hand corner in large, plain type. Small gilt stars over several dates marked the birthdays of various children. Each calendar was tied with pink ribbon and lettered with white paint.

The calendar for January bore a picture of a little church among snow-covered hills, at the side of which were the words:

> When woods and hill are hushed and still,
> The bells ring out their music sweet,
> And young and old within God's house
> Each Sabbath day are glad to meet.

February had an oval picture of George

Washington, with a pretty silk flag draped above it, and carried the inscription,

> Our flag! our country's flag so dear!
> Loved by each little learner here.
> Brave, pure, and true each child should be
> Who loves this banner of the free.

March had branches of real pussy-willows thrust through two slits in the upper left-hand corner, their fuzzy silken coats still retaining their sheen. Underneath was written,

> Every silver pussy on the willow tree,
> Whispers, oh! so softly, of the days to be.
> Though the sleet is falling, though the March winds blow,
> God will send the springtime soon, we know.

For April there was a slender locust twig, holding a split chrysalis, beneath which a splendid painted butterfly had been mounted.

> Oh, butterfly, butterfly, sleeping so long,
> The robin and bluebird have sung you a song.
> Fly out in the sunshine and carry with joy
> The glad Easter message to each girl and boy.

The above words were printed at the side of the April card.

A picture of a robin's nest on a blossoming bough adorned the May calendar. Four wee birds nestled close together in the tiny home,

while the mother bird perched on the limb above. The verse below read:

Only a little robin's nest,
  Up in an apple tree,
But God can care for tiny birds,
  Just as he cares for me.

An exquisite pink rose, so natural that it seemed as if one could almost smell its fragrance, had been fastened to the June calendar with the words,

Pink as the edge of a sunset cloud,
  Or the heart of a crinkled shell,
Oh, fair little rose! oh, sweet little rose!
  Our Father's love you tell.

Two children saluting the flag brightened July's calendar. It had the familiar motto, "I give my head, my hands, and my heart to God and my country."

For God, for home, for native land,
Each little child may bravely stand.

A spray of spotless lilies illustrated the words,

In the August dust and heat
Snowy lilies blossom sweet.
Let us, like the lilies fair,
Scatter fragrance everywhere.

September was represented by an empty

bird's nest, a real one, on a twisted branch, and Miss Wheeler had written,

Frosty winds are blowing
  In the elm trees high,
Merry birds are calling,
  "We must say good-bye."
Guided by God's wisdom
  Far away they'll fly.

To make the October calendar she had pressed and mounted several gold and crimson autumn leaves, bringing out the full meaning of the lines below them.

Little falling leaves of red and gold and brown,
Breathing softest music as you flutter down,
Hide the sleepy flowers nodding everywhere,
Tell the happy children of your Father's care.

November had several stalks of ripened wheat tied loosely and gracefully above two tiny white bags of flour. The words on the card were:

For ferns and flowers fair and sweet,
For shining fields of golden wheat,
For skies that arch and gleam above,
For home and friends, for life and love,
Accept our thanks, dear Father.

For December a golden star gleamed from one corner of the card, while underneath a

charming picture of the baby Jesus appeared the stanza,

> Sweetest of months is December;
> Month when the merry bells chime,
> Month when the stars shine the brightest,
> Telling of glad Christmas time.
> Dearest of months is December;
> Ring out the carols so gay.
> Jesus, the Bethlehem Baby,
> Came on the first Christmas Day.

On the low window-sills, within easy reach of the little fingers that might have meddled but never did, were five pink geraniums. The desk was covered with pink crepe paper, looped up with clusters of pink and white buds.

Side by side at the front of the room hung the Cradle Roll Birthday Card and the Beginners' Roll. Both had been made by the teacher in accordance with a suggestion in an old Sunday-school magazine. The former was pure white, decorated with twelve golden bells (one for each mouth), cut from heavy embossed paper. Two little doors in the middle of each bell folded back to disclose the names of the babies whose birthdays came in the particular month then passing. Around the bells in pretty gilt lettering ran the words,

> A joyful greeting, baby dear.
> God keep you in His care,
> And help you as each birthday comes
> To grow more sweet and fair.

The Beginners' Roll, of light gray cardboard had a border of pink roses, and contained the full list of names.

The very prettiest part of the room, however, was the ceiling. It had been Miss Wheeler's despair. Spotted and dingy, it had spoiled the whole effect, until she thought of covering it with a canopy of chains of pink and white paper. The children themselves had made these at a happy social. Each link was five inches long, and a half-inch wide. The pink chosen was not the bright color that invariably reminds one of popcorn, but was much paler and daintier. The chains, fastened at regular intervals along the top of the walls, were slightly drooped, and then fastened again at the middle of the ceiling over an old, unused gas chandelier that had been draped with pink. The result was indescribably dainty and bowery, effectually diverting attention from the marred ceiling.

Dull brown carpet covered the floor, and white shades hung at the windows.

At some of their socials the children had helped to make scrap-books containing Bible pictures mounted on paper muslin. Many of them were the large Beginners' Lesson Cards, of which one or two were left each Sunday, while others had been given by class or teacher.

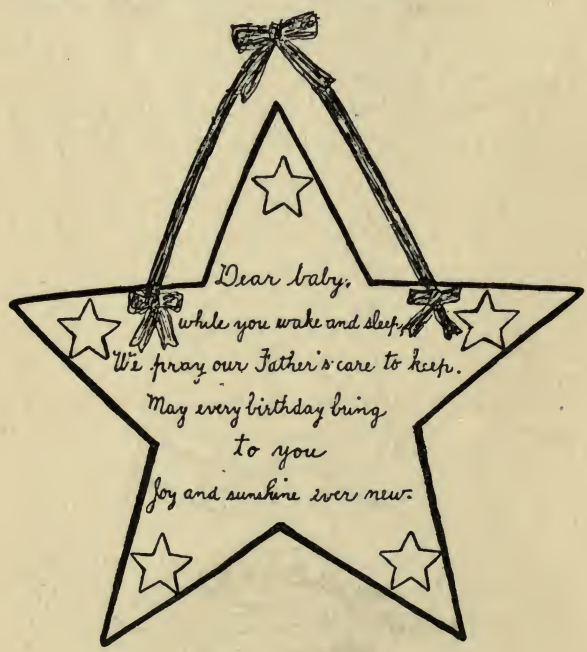
Small, bright-colored pictures of flowers, birds, etc., cut from advertising cards, were pasted around the edges. These books were kept in a drawer to which the children had free access, and early-comers each week delighted to examine their contents, while the listening teacher often marveled at their quaint comments concerning Moses, Noah, Daniel, and other Bible heroes.

In a locked drawer in tough manilla paper envelopes she kept the supplies of birthday cards, Cradle Roll certificates, etc.

Five dozen of the former had been made by hand, to save expense, the total cost being but

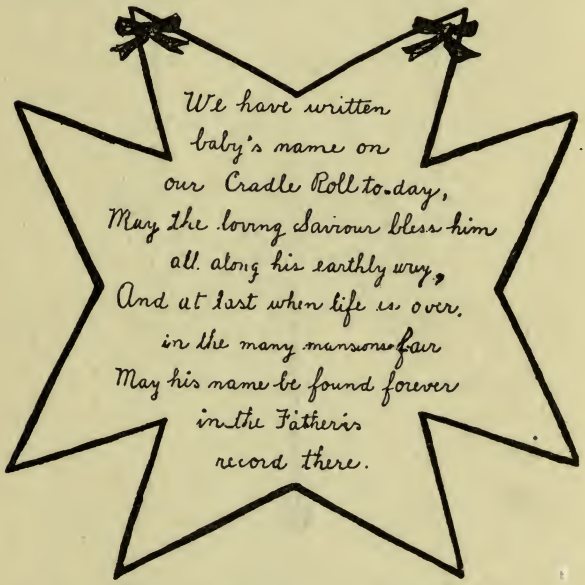
five cents. They were cut in bell-shape from light-weight crimson cardboard, large quantities of which had been given away as "waste" at a

publishing house, while smaller pieces of pink, green, yellow, and blue, "left over" after printing tickets, were willingly donated by a newspaper firm. The bells were lightly edged with gold paint, lettered in gilt, and had a pretty scrap picture at the top. Large sheets of these scrap-pictures, containing sixty or more pictures, may be purchased at Wanamaker's Philadelphia store for five cents each.



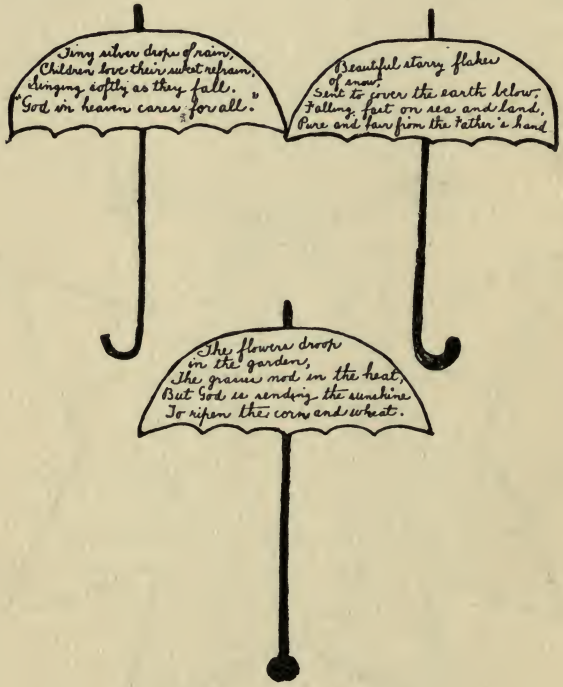
The Cradle Roll birthday cards, cut from white cardboard, were shaped like a star, had a tiny gold star in each point, and were tied with blue ribbon. (For illustration see preceding page.)

There, too, were the Cradle Roll enrolment cards, of robin's egg blue, with ribbon a shade brighter and the words:



In another envelope were little black umbrellas, to be given on especially stormy Sun-

days, while tiny pink parasols were distributed when the weather was excessively hot. Of course they were made of cardboard.



CHAPTER V

SOCIALS FOR THE TINY ONES

Miss Wheeler planned her Beginners' Socials with several purposes in view. Remembering that the little tots are all activity, she arranged very simple programs, demanding much life and animation. The mothers were always invited, and an effort was made to have the games and occupations suggestive in character, such as might be used afterward in the home without difficulty.

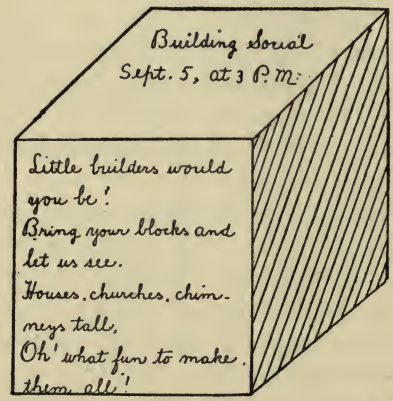
In all cases invitations were prepared, because it was found that the parents appreciated them even more than the children. Mary's or Johnny's invitations were carefully treasured and proudly displayed.

As Miss Wheeler had more time than money at her disposal, she used pieces of cardboard given at a paper-box factory. As these, of course, are not uniform in shape or size, it took considerably longer to cut and shape them than if they had been alike. A friend of hers, in charge of another beginners' department, saved time by using the Blank Sewing Cards manufactured by Milton Bradley Co., at a cost of

twenty cents a hundred. The cards may be purchased in the following colors: Cherry, blue, green, yellow, pink, buff, salmon, gray, and white, and are four inches square. Often two invitations can be cut from one card, so the average cost of fifty invitations would be about six cents.

The socials were held on Saturday afternoons, once a month, and, while inexpensive, were greatly enjoyed by both children and parents. Sometimes they were held in the Sunday-school room, sometimes at Miss Wheeler's home.

No. 1. Building Social



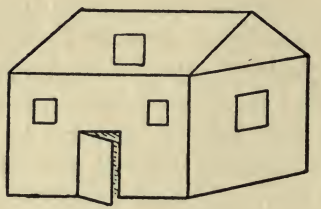
These invitations were cut from yellow cardboard. Almost every small child has a box

of blocks. Miss Wheeler told her class to bring theirs, but to make assurance doubly sure she borrowed a quantity of cubes from a neighboring kindergarten. On the afternoon in question twenty-five children and ten mothers appeared, the former proudly clasping their precious boxes. A happy half-hour followed. Miss Wheeler let the little ones sit on the carpet to build, and with the help of the willing mothers showed them how to make many pretty forms. Among the ones they liked best were the following well-known kindergarten forms: grandpa's chair, mother's chair, church, cross, house, locomotive, and well.

As this had been a quiet occupation, the next ten minutes were spent in marching, while at the same time they imitated the motions made by builders, hammering, planing, sawing, etc.

Then came the most delightful part of the afternoon. Miss Wheeler had made a tiny house for each child, and as she gave them out, the "oh's" and "ah's" were numerous. The children stood the bright little red, green, and yellow cottages in rows and "visited" and "kept house" to their hearts' content, until refreshments, consisting of cubes of iced cake, were passed, and the happy party came to an end.

The little houses looked like Figure 1, when finished.



Figure

They were made from four-inch squares of cardboard, ruled and cut according to directions. Crease, but do not cut, the *dotted* lines. Cut on *heavy* lines. Fold the squares G and H

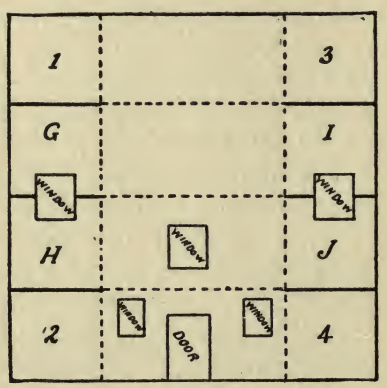
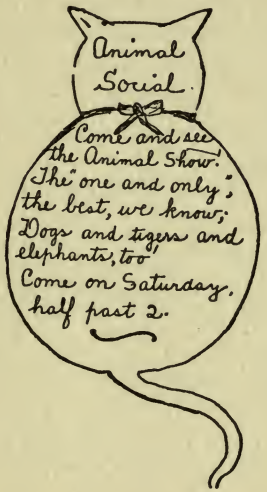


Figure 2

on top of each other, and paste. Do the same with I and J. Let corners 1 and 2 lap slightly and paste. Repeat with corners 3 and 4. Cut door and windows.

No. 2. Animal Social

Little cats cut from gray cardboard formed the invitations to this social. Each cat had a



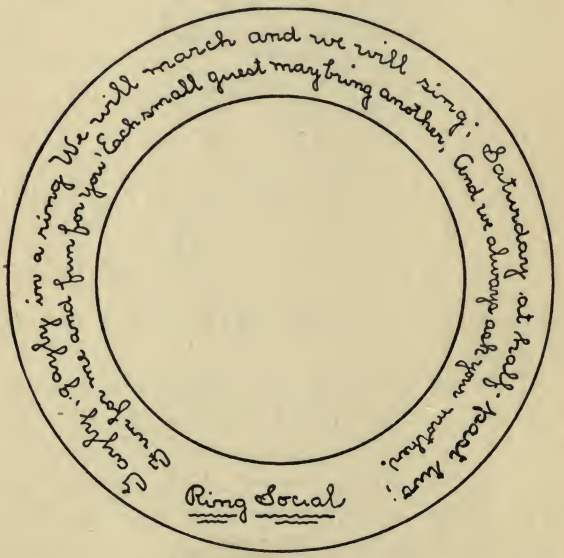
tiny bright-colored cord tied in a bow around its neck.

At the social the children played the familiar Animal Game, in which one player, blindfolded, stands in the middle of the ring, points to another player, demands "Quack like a duck" or "Bark like a dog," or "Mew like a cat," and then tries to guess who answered.

Miss Wheeler had been busy for some time collecting and cutting pictures of animals from

the pages of old magazines, circus hand-bills, etc. These she had mounted on squares of tinted cardboard and had cut them in half. The children took great delight in trying to match the various halves, and each one who succeeded in forming a complete animal was given a gingerbread kitty. Searching for animal crackers that had been hidden in an adjoining room completed this social.

No. 3. Ring Social



These invitations were made of pretty pink cardboard.

For use at the social the teacher purchased one hundred four-inch colored circles from Milton Bradley Co., for twenty cents. Fifty of these were cut into three rings, a quarter of an inch in width, and one one-inch circle. To in-

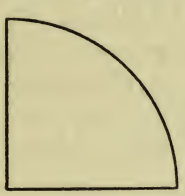
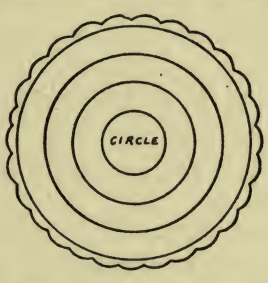


Figure 1

Figure 2

sure accuracy she folded the large circles in quarters, like Fig. 1. On top of each folded quarter she placed a tissue paper pattern marked like Fig. 2, traced the black lines, and afterwards cut along them.

When the children arrived each one received



a six-inch square of white paper (with a large black dot in the center for a guide), a tooth-

pick, a small dab of paste (a five-cent tube of library paste is enough for fifty children), three of the rings, of different color and size, and one of the tiny circles. With the help of teacher and mothers they pasted rings and circles on the squares. As Miss Wheeler had been careful to choose colors that harmonized, the result was really pretty. After all had finished she scalloped the edges neatly and the children had refreshments (cookies with a hole in the middle) on their "ring plates," as they proudly called them.

One of the mothers lent the game of Ring-Toss for the occasion, but very few children succeeded in "ringing" the stake, as the little hands were not very steady, so Miss Wheeler devised an easier play—that of tossing the rings into an empty waste-basket set in the middle of the circle of players. At every successful venture the children marched and sang,

"Hurrah for the child whose aim is so true!
Hurrah and hurrah we will sing.
May you be steady in all that you do,
As well as in throwing the ring."

All the other games played at this social were ring games, such as Blind-man's Buff, Here we go 'round the Mulberry-bush, Drop the handkerchief, etc.

No. 4. Stick Social

STICK SOCIAL, SATURDAY, 2 P.M.

Five, six, pick up sticks,
Seven, eight, lay them straight.

For this social Miss Wheeler bought fifty enlarged sticks, three-sixteenths of an inch square and five inches in length, from the Bradley Co., for eleven cents. They are smooth and white and made very pretty and unique invitations when tied with bright blue baby ribbon.

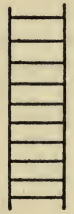
From the same Company she purchased 1000 four-inch colored sticks, at a cost of thirty cents. These may be kept and used for many purposes besides the one described.

As the little guests came in, each was given a handful of the bright sticks and was shown how to make a large number of designs. The following small illustrations are merely suggestive. Innumerable others were made by the children.

Tiny slender sticks of candy, wrapped in white tissue paper (the kind that comes tied in bundles of six, each bundle costing a cent) were then scattered broadcast over the floor, and the children delightedly "picked up sticks" and *ate* them!

Ten sticks of kindling wood were then stood in a row, at equal distances apart, and the players took turns in rolling a round stick over the

floor toward them. Each time they were arranged so that if one fell it would knock the others over, too, a fact which caused hilarious and unfailing amusement.



Ladder

Fence

Star

Umbrella

Tree

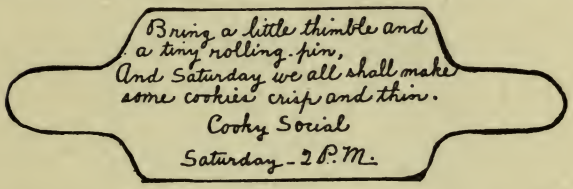
Broom

Sticks of peppermint, birch, or lemon candy were the appropriate refreshments.

No. 5. Cooky Social

This proved to be one of the most enjoyable of all the socials. From the moment the children received the "cunning little rolling-pin invitations," cut from light brown cardboard, they

talked constantly of the good time to come. Miss Wheeler had an old-fashioned kitchen, roomy and pleasant, with an oilcloth-covered floor. She borrowed rolling-boards from six



mothers, set them on wooden boxes, so that four children could stand at each board, and when the guests, beaming with happiness, arrived, had a big bowl of dough just ready to be rolled and cut by the eager fingers.

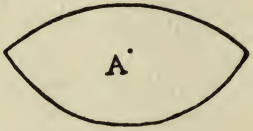
Oh! the happy afternoon that followed! How the wee bakers reveled in the fun! And how their cup of joy ran over when Miss Wheeler let each one use her five-cent cutter, shaped like a chicken, and triumphantly press a black currant eye in each spicy bird!

No. 6. Fan Social

This social, as its name implies, was held in warm weather. The invitations were written on three-inch squares of delicate green cardboard, with a fan drawn on one corner of each.

The children made two fans apiece that after-

noon. Both were very dainty. For the first, Miss Wheeler had cut pieces of silver paper into the shape A, and pretty blue cardboard into



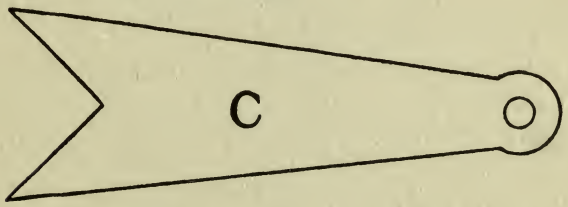
shape B. The children pasted A on top of B, pasted a scrap-picture of a child's head on the lower section and one of a spray of flowers on the upper part, and Fig. 1 was the result. The handle was strengthened by pasting another strip of cardboard lengthwise across the entire back of the fan.

To make the other fan, two four-inch squares of pink cardboard were used. From each, three

patterns like C were cut, with a hole punched at the bottom. Tiny pictures of bright-colored flowers were pasted on each by the willing little

Figure 1

workers, and six of the pieces were tied together with baby ribbon of a brighter pink color, forming a fan which when opened looked like Fig. 2, only much larger.



In spite of the heat all enjoyed a merry chase after a feather which was tossed up in the air and fanned from one child to another.

The children then formed a circle. One child standing in the middle, chose another to come in with her, and all sang,

Figure 2

Little partner so merry,
Little partner so gay,
Will you make a fine bow
And greet me to-day?

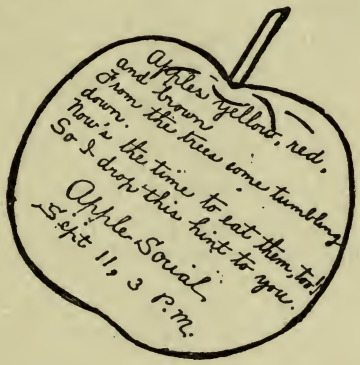
Holding their fans gracefully over their heads, both bowed very slowly, then clasped hands and marched twice around the ring, while all the players fanned and sang,

She (or he) makes me a bow,
She greets me to-day,
And we both fan each other
As we're marching away.

The game was continued until all the children had been in the ring. Iced lemonade and sugar cookies shaped like fans were the refreshments. The latter were simply small round cookies that had straw handles which had been inserted before baking.

No. 7. Apple Social

"They look like real apples, don't they?" one little girl asked, hugging her precious red "Apple invitation" that had been cut from heavy water-



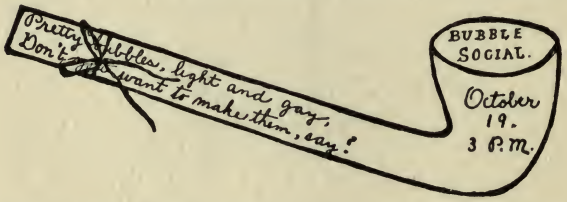
color paper and tinted in the most realistic manner.

One of the fathers kindly donated a large basket of apples for the occasion, and the children had a fine time playing apple race (played in the same way as potato race), trying to bite an

apple which swung from a doorway by a long string, guessing how many seeds the largest and the smallest apple contained, hunting the apple (same as Hunt the Thimble), and last, but not least, eating the juicy fruit.

No. 8. Bubble Social

These invitations were exceedingly attractive. They were cut from white cardboard, lettered



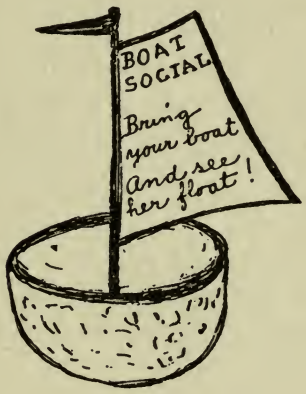
and edged with scarlet, and tied with scarlet cord.

Small chocolate pipes were used for refreshments.

No. 9. Boat Social

Miss Wheeler used halves of English walnuts in making these invitations. The sails were cut from white paper muslin. The pennant was of bright orange, red, green, blue or yellow tissue paper, and the masts were the four-inch sticks she had used at the Stick Social, cut down to an inch and a half in length. After sail and pen-

nant had been pasted to the mast she dropped several drops of melted wax into the bottom of the walnut and inserted the mast before the wax cooled.



This social, too, was held in the big kitchen. The children sailed their boats in tubs, pails, dishpans, basins, in fact, almost anything that would hold water. Many were the exciting races when the red fleet tried to beat the blue, etc.

They played "Row-Boat" afterwards, all sitting in imaginary boats on the floor. Ten children sat in each boat, five facing one way, five the other. The two in the middle took hold of each other's hands, while the other "rowers" clasped their arms around the waist of the child

in front, and then all swayed back and forth in perfect unison as they sang,

> Rowing, rowing,
> Over the rolling sea.
> Ready, steady,
> Sailors brave are we.

Here and there on the "waves" Miss Wheeler had scattered the fish that come with the familiar game of "Fish-Pond," and the "sailors" took turns in using the magnetic fish-lines.

Stories of light-houses and light-ships made their bright eyes open wide, and as, still sitting in the boats, they munched the saltines that had been provided, they agreed that a Boat Social was great fun.

No. 10. Doll and Drum Social.

No teacher who dislikes a noise should plan to give this social, but if held out of doors it will be a favorite one with both boys and girls.

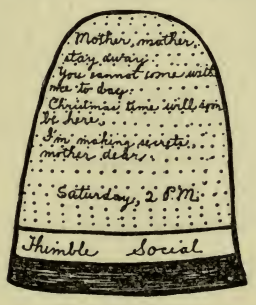
Tell the boys to bring their drums, and the girls their dolls, and let both march and sing to their hearts' content. A pretty feature may be the Grand Review. Let all the little "mothers" sit in a long row, holding their babies, and then let the drummer boys march and countermarch before them. Give the boys triangular soldier

caps to wear, with bows of red, white and blue tissue paper.

Another pretty sight would be the lullaby sung to the "babies" by the little girls, while the boys beat a drum accompaniment very softly.

Refreshments of gingerbread dollies will be enjoyed by both boys and girls.

No. 11. Thimble Social



Mothers were rigorously excluded from this social, and a delightful air of mystery was thrown around it, for the next event was to be the Christmas Tree Social, when the gifts made by little hands would be presented with infinite joy.

Even the thimble invitations made of silver cardboard added to the mystery, for no thimbles were required. Of course the gifts made were

very simple, and the older children helped the younger ones.

Sufficient material to supply a class of fifty pupils cost Miss Wheeler a dollar and fifty-one cents. This provided a blotter for each mother and a match-scratcher for each father.

From the Milton Bradley Co. she purchased,

Fifty 4-inch Sewing Cards, the kind listed as No. 178-1. These cost 25 cents. Fifty of the Coles Punched Cards, No. 7, costing 50 cents. One envelope Bradley's Scrap Pictures, Assortment 3, costing 10 cents. Besides these she bought from other sources, one spool crimson silkateen, 5 cents; two spools crimson baby ribbon, 16 cents; three sheets crimson blotting paper, 15 cents; five sheets white sand paper, 10 cents; two skeins bright blue worsted, 20 cents.

Each child brought a coarse needle. The blotters were made first. The crimson silkateen was used in sewing the circle already outlined and perforated on the four-inch squares, after which one of the largest scrap-pictures was pasted in the middle of each card.

The cards were white, and Miss Wheeler had hollowed out each side, so that the blotting-paper might be seen. The latter had been cut into four-inch squares, and when a card was laid on top of each blotter and both were tied

together with ribbon, the effect was both gay and pretty. Miss Wheeler tinted the edges of some of the white cards a delicate green, to give

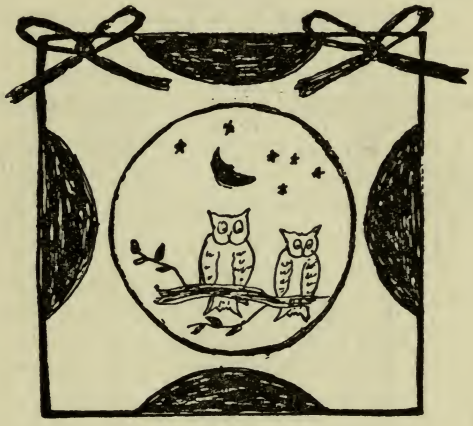


Figure 1

a little variety. A reduced facsimile of the blotters is seen in Fig. 1.

In making the match-scratchers the square and diamond on the Punched Cards were sewed with blue worsted, tiny scrap pictures were pasted on each corner, blue worsted was run through the holes at the top for a hanger and a diamond cut from sand-paper was fitted and pasted in the center, so that Fig. 2 resulted. (In this case also the illustration is much

smaller. The real scratchers were 5 by 6½ inches in size.)

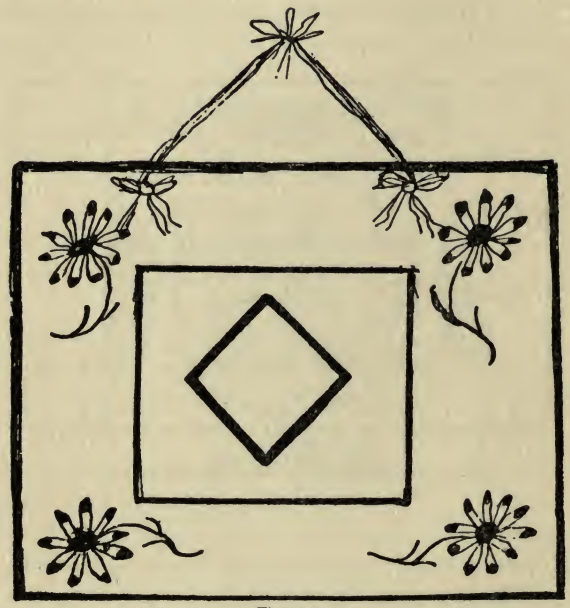


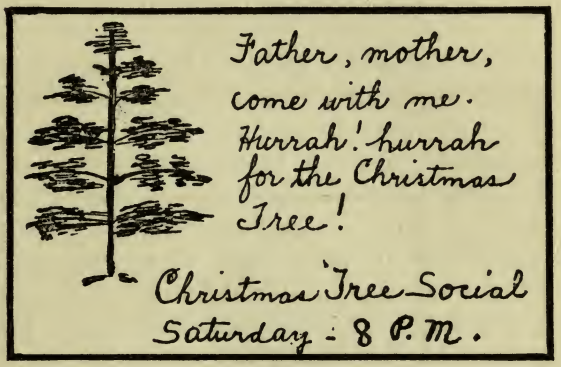
Figure 2

No. 12. Christmas Tree Social

These invitations were cut from white cardboard, two by three inches in length, were edged with delicate pink, and had a pretty green tree painted on one side. The social was held in the evening, so the busy parents could be present.

A large tree provided by the Sunday-school

stood in the middle of the room, well laden with cornucopias of nuts and candy, strings of popcorn, and inexpensive gifts for the little ones themselves, but the bright eyes rested longest



and most lovingly on the blotters and match-scratchers, and from all sides came the exclamations,

"Look! father, I made that for you."

"Mother, that blotter is for you!"

And then, after the sweet, simple carols had been sung, a few games played, and the beautiful Christ story told again, the happy children presented their tiny love tokens to as happy parents, and the "very best social of the whole year" soon came to an end.

CHAPTER VI

EQUIPPING THE DEPARTMENT

Let us consider first the fortunate Sunday-school in which expense is no consideration. If the room to be used for the beginners' department is new and unfurnished, or if it is to be refitted for the purpose, the teacher who wishes to please the children will have the walls tinted rose color, or gray, or dull green bordered with rose. She will contrive to use pink somewhere, for numberless experiments have shown that ninety-five out of every hundred children of the beginners' age choose pink as their favorite color.

The carpet should be green or oak color. Bright red looks cheerful, but shows every particle of dust, and is hard to harmonize with other furnishings. If the windows are of plain glass (and stained glass windows should be used only in church or in the main department of the school), dainty white curtains will give a home-like look to the room.

There should be plenty of little chairs of slightly varying heights, and some larger ones for visitors. A low table for the teacher's use

is very desirable. The children's chairs should be arranged in a circle, with the teacher's table and chair (small chair like the scholars') forming part of the same ring. This arrangement is the best possible, as it gives more room for marching, and the children can get a good view of objects or pictures shown them, while the teacher can see the face of every listener. If the class is very large, a double circle may be used. An ordinary-sized room will accommodate thirty-two small chairs in a single circle. Folding chairs are sometimes most convenient, as they may be placed against the wall in small compass when not in use. Very pretty chairs may be purchased for six or seven dollars a dozen. The low table will cost about five dollars. A small stand will answer the purpose if the legs are made shorter.

The next requisite is a blackboard. One with a surface 3½ by 5 feet, slated on both sides and mounted on a standard with hinges so that it may be instantly reversed, will cost $9.50, and will give perfect satisfaction. The same size without standard will cost $5.75. The latter has an ash frame and hooks for hanging. It is to be preferred if the room is small, for it can be hung on the wall.

A Philadelphia firm offers a blackboard slated on one side in the usual way, while

the other side has an indestructible pincushion surface, upon which objects, scenery, etc., may be pinned. The lap size, 15 by 18 inches, costs $2.90. One with a board 2 1-2 by 2¾ feet, mounted on a standard five feet high, costs $13.50. The boards may be used either horizontally or in an upright position. An outfit consisting of scenery, animals, letters, etc., is furnished with both the larger and smaller boards.

Good colored crayons may be purchased at any large book-store for ten cents a dozen. White crayon is much cheaper.

A pretty glass birthday-bank will cost from thirty-five cents to a dollar. The children exhibit more interest in the collection if another pretty bank is provided for the regular weekly offering.

A box, chest or cabinet that may be locked will be very desirable, as supplies may be kept there in safety. A piano or organ is almost a necessity. Provision must also be made for the children's wraps, for it will be found almost impossible to hold their attention if they play with bonnet strings, mittens, muffs, etc. In some cases a row of hooks is fastened along one side of the wall, the wraps being concealed by a cretonne curtain, but if possible they should be left in another room or hall.

Picture-molding, costing from one to five cents a foot will be a wise investment, and should be placed low enough to allow the little ones to see the pictures with ease. Beautiful paintings and engravings add to the charm of the room, as do dainty statuettes and flowers on wide window-sills, but the wise teacher will avoid overcrowding, and will not display all her treasures at once.

A sand table is a valuable possession, as it may be used in several ways that will be suggested later. A large, zinc-lined one mounted on castors will cost ten dollars, but will last indefinitely and may be filled with water without injury.

And now we have come to the cost of the lesson course itself. All the Sunday-school publishing companies publish lesson quarterlies for the teachers' use. These range in price from twenty-five to fifty cents a year, and contain much helpful material. Large pictures are published to illustrate the lessons. Each set of fifty-two pictures costs three dollars, and smaller duplicates, printed on cardboard for distribution to the children, cost twenty-four cents a year for each child. These pictures are far superior to the cheap, inartistic, colored cards usually given as lesson cards.

The large pictures may be mounted on card-

board to preserve them from injury. With ordinary care they will then last for years.

As the cost of the smaller cards is considerable, the careful teacher will, perhaps, prefer to retain them until all the lessons bearing on one theme have been taught, then tie them together with bright cord or baby ribbon and distribute them. Experience proves that the little ones treat them far more carefully then, and it seems a shame to see the single cards mutilated by heedless fingers almost the moment they are received.

If supplemental lessons are used, the Westminster Company publishes a series of pictures and lessons by Miss Marion Thomas that cannot fail to charm and interest every child. The full set of forty-two pictures costs $2.50, and an illustrated book suggesting lessons to be given with each picture may be obtained for 25 cents.

In addition to the above a class record book in which children's names, ages, birthdays, addresses, attendance, etc., may be kept, will be necessary. Very good ones cost thirty-five cents. Of course, if the beginners' teacher has charge of the Cradle Roll, as is the case in the majority of schools, Cradle Roll supplies must be bought, but these will be described later.

Now let us consider an entirely opposite case, that of the discouraged teacher who says, "Well,

we have a room and that is all. It is uncarpeted, unpapered, uncurtained, and we have no money to spend."

That outlook does seem discouraging, but the first thing necessary will be enthusiasm on the teacher's part, and the more children and parents she can enlist as helpers the brighter her prospects will become.

The first essential will be a carpet or matting to relieve the noise made by little feet in marching. Matting is not expensive, as it is thirty-six inches wide. If bought by the roll a reduction is usually made. A roll contains forty yards, and very good quality may be bought for $8. The pieces left may be used at doors as rugs to protect the lower layer from wear and tear. Fifty cents' worth of kalsomine will tint the walls and ceiling of a large room. Cartridge paper, much wider than ordinary wall paper, may be bought in a variety of pretty colors at 25 cents a double roll, and there is no waste in matching, as the colors are solid. Borders will cost from two to ten cents a yard, according to width.

If walls and ceiling are painted, however, the result will be most satisfactory, as they can be easily cleaned at any time, and will last for years. Any painter will furnish enough mixed paint for the purpose for four or five dollars—a quan-

tity sufficient for two coats. Of course, the labor of applying it will cost extra, unless the teacher can enlist some capable person to donate his services.

Curtains of cheesecloth or scrim cost but a few cents a yard, and are easy to launder.

A musical instrument of some kind will be almost indispensable. It is possible to buy a satisfactory organ for thirty-five dollars. Sometimes a friend may be induced to loan one, or one may be rented at a trifling cost. An autoharp or a triangle will be better than nothing, and a violin has been used with success.

A few yards of narrow picture-molding at two cents a foot will prevent defacing the walls. Little chairs may be obtained at five dollars a dozen, but if they cannot be afforded, any carpenter will make long benches for two dollars each. These may be placed around the sides of the room, forming three sides of a hollow square, and will be found very comfortable. If even these are out of the question, because of the expense, large chairs already on hand may be used, remembering, however, that in such cases the children need more frequent change of position. If the window-sills are narrow and a broad effect is desired, empty wooden boxes of the right height may be padded and covered, and if lids are attached by

hinges, will make good receptacles for supplies for the department.

A ten-cent rolling-board makes a good substitute for a sand-board if narrow strips of wood are nailed around its edges to form a tray. A ten-cent dripping-pan may be utilized in the same way, but the wood is preferable, as the moistened sand will not cause it to rust.

Three dollars will buy a set of fifty-two large pictures for the teacher's use, but if she cannot buy both these and the cards to be given to the children, let her choose the latter and teach her lesson with the aid of the blackboard, or with objects or pictures taken from other sources. A small blackboard 18 by 24 inches will cost but fifty cents. One with a frame for hanging will cost about two dollars, but will be much larger.

Of course the large pictures may be used year after year. Economy will suggest mounting them on cardboard, as they last much longer in that way.

Five-cent blank books, with stiff covers, will serve as attendance records. They may be used most conveniently by cutting out half of every second leaf lengthwise, then ruling lines for the months and weeks. A list of birthdays, addresses, etc., may be kept in the same book. The blank on the following page is a good form of entry.

January Birthdays

Date and Year	Name	Address	Parents' Names	Belongs to?	Remarks
1901 3	May Dolson	24 Richmond St.	John C. } Dolson Mary Y. }	Beginners	Parents not church-members
1903 6	John A. Andrews	53 Mine St.	Cuyler } Andrews Anna L. }	Beginners	Moved from Washington
1906 14	Evelyn Lansing	198 College Ave.	Charles Lansing	Cradle Roll	

For a class of forty beginners, with a Cradle Roll of fifty names, the running expenses for a year without either stint or waste will be about as follows:

Expenses for One Year

1	set Large Pictures (for permanent use)	$3.00
40	sets Small Picture Cards at 24c a year	9.60
1	set Large Pictures for Supplemental Lessons	2.50
1	Illustrated Book of Supplemental Lessons	.25
1	Blackboard	.50
2	doz. colored crayons	.20
4	doz. white crayons	.14
1	Teachers' Quarterly	.50
1	Tray for sand-board	.10
40	Birthday Cards, for Beginners	.40
40	Enrolment Cards, for Beginners	.40
50	Cradle Roll Birthday Cards	.50
50	Cradle Roll Enrolment Certificates	.40
1	Cradle Roll	.35
	Total	$18.84

After the first two years the expenses will be considerably less, as some of the equipment is permanent. The larger the class the greater the advantage, as collections will be correspondingly increased.

CHAPTER VII

THE TWO-YEAR COURSE AND HOW TO USE IT

The Two-Year International Beginners' Course is a course of one hundred and five lessons, differing from the uniform lessons because they are arranged in groups centering around various themes. Instead of having a Golden Text to be memorized each Sunday the same text is repeated for two, three, or more Sundays, until even the youngest child unconsciously becomes familiar with it.

It is intended that the course be commenced in September, although that is optional with the teacher. That arrangement is most convenient, since the lessons lead up to Thanksgiving, Christmas and Easter thoughts. If the teacher decides to begin at any other time, she should choose the lesson corresponding to the month.

The following is a list of themes and texts for the two years.

First Year

THEME: GOD THE CREATOR.

Golden Text.—All things were made by him. John 1: 3.

1. God Making Trees and Flowers. Gen. 1: 9-13.

2. God Making Animals. Gen. 1: 20-25.
3. God Making All Things. Gen. 1: 1-8, 14-19.

THEME: HOME LIFE.

Golden Text.—Lord, thou art our father. Isa. 64: 8.

4. The First Family. Gen. 1: 26-31; 3: 20; 4: 1, 2.
5. The First Home. Gen. 2: 4-10; 15-17.

THEME: GOD'S LOVING CARE.

Golden Text.—He careth for you. 1 Peter 5: 7.

6. God Caring for Birds and Flowers. Matt. 6: 26-34.
7. God Caring for Baby Moses. Exod. 2: 1-10.
8. God Caring for Elijah. 1 Kings 17: 1-6.
9. God Caring for Many People. Exod. 16: 11-18; 31-35.

THEME: GIVING THANKS TO GOD.

Golden Text.—O give thanks unto the Lord; for He is good. Psa. 106: 1.

10. Daniel Thanking God. Dan. 2: 17-24.
11. The Israelites Thanking God. Exod. 14: 9, 10, 21-31. Exod. 15: 1-21.
12. Thanking God for All Things. Psa. 103: 1-5; 104: 10-24.
13. Thanking God in Heaven. Rev. 7: 9-17.

THEME: GIVING.

Golden Text.—God loveth a cheerful giver. 2 Cor. 9: 7.

14. A Poor Woman's Gift. Mark 12: 41-44.
15. Giving to the Needy. Neh. 8: 1-12.
16. The Israelites Giving to God. Exod. 35: 20-29.

Golden Text.—He loved us, and sent his Son. 1 John 4: 10.

17. God's Gift of His Son. Luke 2: 1-20.
18. The Wise Men's Gifts. Matt. 2: 1-11.

THEME: THE BOY JESUS.

Golden Text.—His name was called Jesus. Luke 2: 21.

19. Jesus Being Named. Luke 2: 21-39.
20. Jesus in His Home. Luke 2: 39, 40, 51, 52.

Golden Text.—Let us go unto the house of the Lord Psa. 122: 1.

21. Jesus Going to the House of God. Luke 2: 41-49.

THEME: THE MAN JESUS.

Golden Text.—He took them up in His arms, and blessed them. Mark 10: 16.

22. Jesus' Love for Children. Matt. 19: 13-15. Mark 10: 13-16.

Golden Text.—I will sing unto the Lord. Exod. 15: 1.

23. Children Praising Jesus. Matt. 21: 6-17.

Golden Text.—Who went about doing good. Acts 10: 38.

24. Jesus Feeding the Hungry. Mark 6: 30-44. John 6: 1-14.
25. Jesus and the Storm. Mark 4: 35-41. Matt. 8: 23-27.
26. Jesus Curing a Sick Boy. John 4: 46-54.
27. Jesus and Jairus' Daughter. Mark 5: 21-24; 35-43.

THEME: RESURRECTION LESSONS.

Golden Text.—We shall all be changed. 1 Cor. 15: 51.

28. The Flowers Blooming Again. Song of Sol. 2: 11-13. Luke 12: 27.

Golden Text.—Christ died, and lived again. Rom. 14: 9.

29. Jesus Dying and Living Again. Matt. 28: 1-10.
Golden Text.—I go to prepare a place for you. John 14: 2.
30. Jesus Returns to Heaven. Acts 1: 9-11.
31. Our Heavenly Home. John 14: 1-3. Rev. 22: 1-5.

THEME: REVERENCE.

Golden Text.—The Lord our God is Holy. Psa. 99: 9.
32. Reverence for God's Name. Exod. 20: 7; 1 Kings 8: 41-43; Psa. 113: 1-5.
33. Reverence for God's House. Exod. 3: 1-6; 40: 34-38; Psa. 122; 1: Eccl. 5: 1, 2.
Golden Text.—Remember the Sabbath Day, to keep it holy. Exod. 20: 8.
34. Reverence for God's Day. Neh. 13: 15-22; Gen. 2: 2, 3; Exod. 20: 8-11; Isa. 56: 2-7.
Golden Text.—I will not forget Thy Word. Psa. 119: 16.
35. Reverence for God's Word. 2 Chron. 34: 1-6; 14-18; 29-33.

THEME: OBEDIENCE.

Golden Text.—Children, obey your parents. Eph. 6: 1.
36. Joseph Obeying His Father. Gen. 37: 13-17.
Golden Text.—I will help thee. Isa. 41: 10.
37. Fishermen Obeying Jesus. Luke 5: 1-11.
38. Noah Obeying God. Gen. 7: 12-24; Gen. 8: 1-22; Gen. 9: 13.
39. God Will Help Us to Obey Him. Dan. 1: 1-21.

THEME: REPENTANCE.

Golden Text.—I will be sorry for my sin. Psa. 38: 18.
40. Peter's Sorrow for Sin. Luke 22: 54-62; John 21: 15-17.
41. Turning Away from Sin. Luke 19: 1-10.

THEME: FORGIVENESS.

Golden Text.—Ready to Forgive. Psa. 86: 5.

42. Joseph Forgiving His Brothers. Gen. 37: 23-28; 45: 1-15.
43. A Father's Forgiveness. Luke 15: 11-24.

THEME: PRAYER.

Golden Text.—My God will hear me. Micah 7: 7.

44. Hezekiah's Prayer for Help Granted. 2 Kings 20: 1-7.
45. David's Prayer for His Child Denied. 2 Sam. 12: 15-23.
46. Elisha's Prayer for a Child Granted. 2 Kings 4: 8-37.
47. Jesus Praying. Luke 3: 21, 22; Mark 1: 35; Mark 14: 26-42.

THEME: KINDNESS.

Golden Text.—Be ye kind one to another. Eph. 4: 32.

48. Rebekah's Kindness. Gen. 24: 10-20, 29-31.
49. The Boy and the Lamb. 1 Sam. 17: 32-38.
50. David's Kindness to a Lame Boy. 2 Sam. 9: 1-13.
51. Elisha's Kindness to a Poor Woman. 2 Kings 4: 1-7.
52. The Good Samaritan. Luke 10: 30-37.

Second Year

THEME: HAPPY HOME LIFE.

Golden Text.—Honor thy father and thy mother. Exod. 20: 12.

1. Respect for Parents. Jer. 35: 1-10; Eph. 6: 1-4.
2. Miriam Ready to Help. Exod. 2: 1-10.

Golden Text.—Blessed are the peacemakers. Matt. 5: 9.

3. Jonathan the Peacemaker. 1 Sam. 19: 1-7; 1 Thess. 5: 13.

Golden Text.—Preferring one another. Rom. 12: 10.

4. Kindness to Guests. 2 Kings 4: 8-13; Heb. 13: 2.

THEME: UNSELFISHNESS.

Golden Text.—Christ also pleased not himself. Rom. 15: 3.

5. Abraham and Lot. Gen. 13: 1-9.
6. Ruth and Naomi. Ruth 1: 1-22.

THEME: GOD'S GOODNESS.

Golden Text.—God shall supply all your need. Phil. 4: 19.

7. God's Care for Ishmael. Gen. 21: 12-20.
8. God's Care for Elijah. 1 Kings 17: 8-16.
9. God's Care for Daniel. Dan. 6: 1-23.
10. God's Care for Peter. Acts 12: 1-17.
11. God's Care for Us. Psa. 23: 1-6.
12. God's Care for All Things. Matt. 6: 25-30.

THEME: GRATITUDE.

Golden Text.—Be ye thankful. Col. 3: 15.

13. A Man Thanking Jesus. Luke 17: 11-19.
14. A Lame Man Thanking God. Acts 3: 1-10.

THEME: HELPFULNESS.

Golden Text.—Let us do good unto all. Gal. 6: 10.

15. A Little Girl Helping Her Master. 2 Kings 5: 1-5; 9-11.
16. Samuel Helping in the House of God. 1 Sam. 3: 1-10.
17. Friends Helping a Sick Man. Mark 2: 1-12.
18. A Little Boy Helping Jesus. John 6: 5-14.

Golden Text.—For God so loved the world that He gave His only begotten Son. John 3: 16.

19. God Helping Us by the Gift of His Son. Matt. 1: 21; Luke 2: 1-20; 1 Tim. 1: 15.

THEME: JESUS OUR HELPER.

Golden Text.—Lord, be thou my helper. Psa. 30: 10.

20. Jesus Helping the Fishermen. John 21: 2-13.
21. Jesus Feeding Four Thousand Men. Matt. 15: 32-39; Mark 8: 1-9.
22. Jesus Healing a Leper. Matt. 8: 1-4; Mark 1: 40-45.

Golden Text.—My help cometh from the Lord. Psa. 121: 2.

23. Jesus Healing a Blind Man. John 9: 1-41.
24. Jesus Raising the Widow's Son. Luke 7: 11-17.

THEME: JESUS OUR TEACHER.

Golden Text.—Teach me Thy way, O Lord. Psa. 27: 11.

25. Jesus' Example of Service. John 13: 1-15.
26. Jesus' Story of a Supper. Luke 14: 16-24.
27. Jesus' Story of the Lost Sheep. Luke 15: 3-7.
28. Jesus' Story of the Seed. Matt. 13: 3-8.

THEME: THE RISEN AND ASCENDED LORD.

Golden Text.—Behold, I make all things new. Rev. 21: 5.

29. New Life in Nature. Gen. 1: 12; Song of Sol. 7: 11-13; Psa. 61: 9; Psa. 74: 16, 17; Psa. 104; 14-17; Psa. 147: 16-18.

Golden Text.—He is risen. Matt. 28: 6.

30. Jesus' New Life. Luke 24: 1-9.

Golden Text.—In my Father's house are many mansions. John 14: 2.

31. Jesus Going Back to Heaven. Luke 24: 36-53.
32. Our New Life. Rev. 21: 1-4; 21-27.

THEME: JESUS' NEARNESS TO US.

Golden Text.—I am with you alway. Matt. 28: 20.

33. Jesus' Promise of Nearness. John 14: 18-23; 16: 16-22; Matt. 28: 20.
34. Jesus' Nearness to Paul. Acts 18: 1-11; 2 Tim. 4: 16-18.

THEME: OBEDIENCE.

Golden Text.—We must obey God. Acts 5: 29.

35. Gideon and the Three Hundred. Judges 7: 12-21.
36. Peter and John Obeying God. Acts 5: 17-32.

THEME: HONESTY.

Golden Text.—Let us walk honestly. Rom. 13: 13.

37. The Honest Workmen. 2 Chron. 24: 4; 8-14; 2 Kings 12: 11-15.
38. The Dishonest Servant. 2 Kings 5: 20-27.
39. The Honest Treasurers. Ezra 8: 21-34.

THEME: TRUTHFULNESS.

Golden Text.—My mouth shall speak truth. Prov. 8: 7.

40. Samuel Telling the Truth. 1 Sam. 3: 1-21.
41. Daniel Telling the Truth. Dan. 5: 13-30.
42. Truthful at All Times. John 1: 43-51; Eph. 4: 25; Psa. 15: 1, 2.

THEME: SELF-CONTROL.

Golden Text.—Be patient toward all. 1 Thess. 5: 14.

43. David's Self-Control. 1 Sam. 26: 1-25.
44. Jesus Bearing Wrong. Luke 9: 51-56.

THEME: PRAYER.

Golden Text.—Lord, teach us to pray. Luke 11: 1.

45. Praying for Help. Neh. 1: 1-11.

46. Praying for Others. 1 Sam. 12: 19-24; Matt. 5: 44; James 5: 13-16.
47. When and Where to Pray. Matt. 6: 6; Dan. 6: 10; Acts 3: 1; Gen. 24: 10-14; Neh. 2: 4; James 5: 13; Matt. 8: 23-46.

THEME: FORGIVENESS.

Golden Text.—Forgiving one another. Eph. 4: 32.

48. Stephen Forgiving His Enemies. Acts 7: 54-60.
49. Jesus Forgiving Peter. John 18: 15-18; 25-27; John 21: 15-17.

THEME: LOVE.

Golden Text.—Let us love another; for love is of God. 1 John 4: 7.

50. Jonathan's Love for David. 1 Sam. 18: 1-4; 20: 1-42.
51. Mary's Love for Jesus. John 12: 1-8; Mark 14: 3-9.
52. Jesus' Love for His Friends. John 14: 1-31.

If desired, the lessons may be taught by several teachers, each gathering a small group of children around her. Whether taught in this way or by one teacher to the class as a unit, the time occupied in lesson presentation should not exceed fifteen minutes, as little children find it almost impossible to concentrate their attention for a longer period. After marching or rest exercises of some kind, a supplemental lesson may be given for ten minutes, or the supplemental lesson may be given before the regular one.

To criticize a course of lessons is comparatively easy. Probably few persons will claim that the Two Years' Course is perfect. Its defects may readily be seen by the careful student. But, taken all in all, it is by far the best course yet offered for little children.

In several instances the teacher will think of stories that will illustrate the truth better than those selected. If so, let her not be deterred by the fact that they are not on the list. Any course slavishly followed is detrimental to the teacher. She should use her own common sense in the matter.

CHAPTER VIII

THE WEEKLY PROGRAM

In planning a program, the teacher must remember that variety is needful, and that little children require change of position far more frequently than older persons. They become restless and inattentive when forced to remain inactive. Disorder might often be avoided by the use of some simple rest exercise.

The following program will give a good working basis:

Opening Exercises	10	minutes
Offering Exercise	5	"
Supplemental Lesson	10	"
Rest Exercise or March	5	"
Lesson	15	"
Birthday Exercise	5	"
Closing Exercise	10	"
Total	60	"

Before the session arrange the chairs in a circle, see that the picture or object to be used for illustration is ready, and place papers and cards where they may most easily be distributed.

If any child will celebrate his or her birthday during the week tie a bow of pink or blue rib

bon to a special chair and let the little one occupy that during the session.

As the children come in, remove their hats and wraps. Allow early comers the privilege of examining scrap-books or pictures (not those for the day), or talking together in quiet tones.

Promptly at the moment for opening the session a chord of music should give the signal for taking places on the ring. Insist on perfect quiet after this signal. If you desire it, you will have it, and can do much better work if the children are in order before you begin.

Let the class stand and sing a greeting song, accompanying it with pretty motions.

If a new scholar is present call him to the center of the ring, introduce him by name to the other children, and sing a welcome song. Of course he should not be urged to come forward if he is timid, but the welcome song should always be sung.

If any child has been absent three or more Sundays, because of illness or some other reason, let his classmates welcome him during the opening exercises by a special song.

A pleasant feature of the opening exercises may be the greeting given to parents or other visitors.

After the opening prayer, which should be very brief and simple, the offering may be

received. Many teachers prefer to collect this as the children enter, but in my own class I like better to let them march and drop the money in a glass bank held by one of their number. It is true that once in a while some child loses a penny before "marching time," as they call it, but it happens so rarely that the annoyance is but trifling, and their delight in the exercise more than compensates for the trouble. When the bank has been passed to visitors by its proud monitor, a little slide at the bottom is removed and the contents counted aloud. Then, while the little heads are bowed, we thank our Father for the gifts he has given us, and ask his blessing on the offering we have brought.

Even if teachers find it desirable to omit the marching, do not forget the little prayer, for the children are greatly impressed by it, and it helps them to feel that they have a part in supplying the needs of others.

In almost all schools the offering, at least once a month, is devoted to missionary work. Even the tiniest child should be taught the importance and meaning of missionary Sunday.

The supplemental lesson may be taught after the offering has been received. It should be followed by a complete change of position. Marching, standing up and clapping, flying around the ring, and dozens of other exercises

will suggest themselves for the purpose, but, whenever possible, choice should be made of some activity connected with the thought that the teacher has endeavored to teach.

For instance, if the supplemental lesson has dealt with God's care for birds or flowers, a rest exercise might be used by asking the children to imagine they are little birds flying home when the day is done, or sleepy flowers nodding in the night wind. If the supplemental lesson concerned patriotism let the boys and girls march, illustrating in pantomime the waving of flags, or beating of drums.

As it is very desirable to have quiet attention during the second lesson, the exercises which may be vigorous at first, should become more thoughtful toward the close. To illustrate: if the children have been singing of the chiming bells let them repeat the last stanza very softly, imagining that the people are in the silent church waiting for the service to begin.

After the lesson is ended put on the little ones' wraps and when all are ready sing a birthday song, offer a birthday prayer, and give a birthday card to any child whose birthday will come during the week to follow. Let the closing song come next and dismiss, distributing papers and cards as the children march out.

Some teachers prefer to send the birthday card, or letter, by mail on the right date, but in a large class the item of postage becomes an important thing to consider, and in such cases it is better to give the card or letter on the Sunday before, rather than the Sunday after, the birthday, because the little ones enjoy exhibiting it with their other birthday gifts.

CHAPTER IX

"NOTHING TO WORK WITH"

"Oh! it's all very easy to do beautiful work and get fine results if you have plenty of money and quantities of time at your command," said a discouraged teacher coming from a Sunday-school Institute. "I'd love to try all those experiments for my children and let them make those pretty books, but, simple and inexpensive as the lecturer said they were, they are way beyond the reach of our little school. Think of being able to buy a bulb, for instance, and a beautiful lily, to illustrate the resurrection! And then think of those pretty blackboard illustrations! How my children would be fascinated by them! But we have no blackboards, no objects, no anything! I'm discouraged through and through, for I have absolutely nothing to work with. I get as blue as indigo whenever I come to an Institute."

Now, discouraged teacher, you who are doing your best with "nothing," if you will look around you you will find a wealth of material ready to be utilized.

You can illustrate your lesson each Sunday

with drawings and letters just as well as if a large blackboard hung in the place of honor, and yet have not a cent of expense. How?

One way is to get large empty pasteboard boxes from a drygoods or general store, those in which shirt-waists or woolen underwear have been packed. Cut the boxes carefully apart, leaving the lids untouched, and you will find you have three large oblongs and two smaller squares from each box. These pasteboard pieces tacked on door or wall make very good substitutes for blackboards, and if the work is carefully erased, each may be used for three or four weeks. A long, narrow, pointed piece of wood, burnt to charcoal, may be used for drawing and lettering. Burnt matches are not to be scorned for this work, either.

If you wish to use color you can buy colored crayons at ten cents a dozen, and will find they give just as good results on pasteboard as on anything else, only remembering that the best effects are produced by bright, rich colors instead of the paler ones.

Tea paper is another good substitute for a blackboard. These sheets cost eight or ten cents a dozen. Each sheet may be cut in the middle, and if firmly tacked or pinned, give a smooth white surface that is delightful to work upon.

Common manilla wrapping-paper brought into the house around bundles may be ironed smooth and used in the same way. Indeed, dozens of substitutes will give thorough satisfaction. The sketches may be preserved from week to week for review, or given to different children at the close of the lesson.

The covers of the large boxes make splendid sand-trays. They may be filled with sand, gravel, salt, sawdust, or whatever the teacher prefers. Small clothespins dressed in long, brilliant robes, will represent oriental persons and may be moved from place to place on the tray. Pieces of looking-glass will simulate lakes, and crinkled blue tissue paper makes a satisfactory ocean.

The teacher may use the tray to illustrate her opening story, connecting link, or application, by cutting children's figures from the colored plates in old fashion magazines, mounting short, narrow strips of pasteboard on their backs for standards, and arranging them prettily. Trees and hills cut from cardboard and colored add greatly to the effect of the scene. The leaves and tiny flowers from old hats will often prove useful in illustrating the flowery fields of Palestine, if stuck close together in little groups on the sand tray.

A square white box will give a good idea of

an Oriental house. It is not necessary to use the lid; as the bottom of the box will serve for the roof. Cut a square hole in the latter. Cut two or three squares from the sides of the box for windows, and paste narrow strips of white paper in a lattice effect across them. Steps leading to the roof may be readily folded from white paper.

If you wish to have a balcony, take the cover of a somewhat larger box and cut a square the exact size of the smaller box, from the center. Slip the large hollow square over the middle of the box, letting the upturned edge represent the railing. Of course, if stairs are used, a space should be cut in the balcony for them.

If you cannot afford the large pictures prepared to illustrate the lessons do not lose heart. Look over your own and your friends' store of old magazines, not disdaining even the advertisements.

Here is a picture of a flock of sheep coming homeward at twilight. It is not the same picture as the one published by the Sunday-school companies, but what difference does that make? Cut it out neatly and put it away to use with your lesson on The Good Shepherd. Here is a dainty baby picture (only an advertisement for some infant food), but charming in its grace and winsomeness. That will illus-

trate the lesson on father or mother love. Here is one of a dear old grandmother. Think how many lessons on helpfulness may be brought out by the picture. Here is a bright-faced laddie, a veritable sunbeam. It will do your boys and girls good just to look at his smiling countenance. He teaches a lesson without a word. And where could a better illustration of the results of kindness to animals be found than in that familiar picture of the dog at the phonograph? These are but a few of the almost innumerable store to be found without difficulty.

Do you want to illustrate the Easter lesson beautifully, yet with little or no expense?

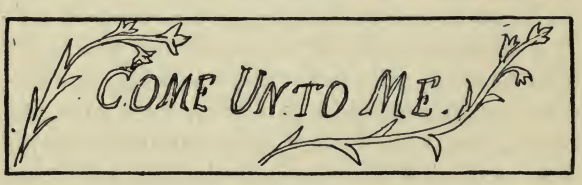
Get a penny sponge and a cent's worth of flax or grass seed from a druggist. Put the tiny seeds in every crevice of the sponge, tie a cord around it, and hang it in a sunny window. The sponge must be kept wet, so you will probably have to start the experiment at Sunday-school, and continue it at home. In a week, or two weeks at the utmost, you may take the ball of living green to let the class admire and wonder at the result.

On the Sunday preceding Easter show the children a clump of hepatica plants dug from the woods. There will be not the slightest sign of life visible (unless Easter is unusually late),

just an unattractive clump of dull, ragged leaves and roots. While the little ones watch, put it in a glass tumbler half-filled with water, invert another tumbler over the first, and set the miniature conservatory in a sunny window. By the next Sunday the plant will be covered with exquisite blue flowers.

Two Sundays before Easter break off several long sprays from plum or cherry trees. The leaf-buds may not have begun to swell, but if you put the sprays in water and keep them in the sunshine, you will have beautiful blossoms to illustrate the story of wakening life. The sprays should be dipped in water two or three times a day, to prevent them from shriveling in the dry air of the room.

Do you wish you had pretty mottoes to hang on the walls? Get a five-cent sheet of dark



green or crimson blotting paper. Cut it into four oblongs. Cut pretty letters from stiff white paper and paste them gracefully on the blotting-paper. Cut flower sprays or leaves from the white paper and paste them on, too.

If neatly made, these mottoes are very pretty, for the rich, heavy background throws the snowy letters and decorations out in bold relief.

Some of the pictures cut from the magazines, insurance monthlies, etc., may be mounted on cardboard and used for decorating the walls.

As for object lessons, no teacher, however poor or busy she may be, can fail to find a rich abundance if she will look about her.

Take, for instance, the first lessons in the Beginners' Course, with the Golden Text, "All things were made by him." The lessons are supposed to begin in September, when goldenrod and asters riot in every field. Surely no country teacher can fail to find some flower and leaf to illustrate the lesson, God Making Trees and Flowers, and very few city teachers will have difficulty in getting at least a geranium to show their classes.

A cluster of crimson or yellow autumn leaves makes a pretty object lesson for this group. The teacher may press the leaves, if she is keeping her work for review, and attach them to one side of blackboard or paper by tiny strips cut from the gummed flaps of envelopes.

One of the most charming lessons may be given just at this time. In almost every field and meadow grow large quantities of the common pink milkweed. It does not require very

sharp eyes to discover on many of these plants a long caterpillar, ringed with green, yellow, and white. Capture one of these and put it in a glass jar, securing two or three small milkweed leaves for its food. Cover the top of the jar with mosquito netting. Almost immediately the caterpillar will make his chrysalis, a dainty, delicate little green case, studded with tiny golden spots that look like nails. In seven days from the time the chrysalis is made, the case will turn dark, and the great, velvety, brown milkweed butterfly will emerge. I know of no object lesson more fascinating and impressive to little children.

A toy sheep or other animal brought by some childish owner at the teacher's request will bring out in a most striking way the second lesson, God Making Animals, for the skilful teacher will call attention to the differences between the toy made by man and the living animals made by God.

To introduce the second series of lessons, on Home Life, the children may be led to think of the many homes on the earth, ant-hills for the ants, hives for bees, nests for birds, and houses for human beings. A bird's empty nest will be a good object to be shown, and charming stories of its former tenants may be told.

So I might go on and enumerate countless

objects that would make fine illustrations. They are all around us, in our homes and in the outdoor world, asking us to take and use them.

CHAPTER X

SPECIAL DAYS

The teacher of little children soon finds that one of the greatest links between the home-life and the Sunday-school lies in the observance or recognition of special days, and makes of them a golden chain with which to reach the hearts of the parents.

Somehow, the tiny children seem peculiarly dear to father and mother. They love the older ones, but feel a greater sense of responsibility for the wee tots who are so dependent upon them. Many a parent who has given no thought to church or Sabbath-school for years, is aroused to interest in both when John or Mary brings home a special invitation to some service.

For this reason it is well to have simple but frequent exercises to which parents are cordially invited, or if the room is so small that this is impossible, send some tiny souvenir home with the injunction, "don't forget to tell papa and mama all about it."

Many times the little messenger unconsciously preaches a forceful sermon, and wins a new disciple for Christ.

For the first Sunday in the new year a dainty and appropriate souvenir is a wee blank book, made perhaps from inexpensive white tea-paper, tied with snowy baby ribbon with the words, "A Happy New Year" on the cover in gilt letters, and the little verse on the first page.

God gives the new year sweet and fair,—
A book with pages white,
And He will help us fill each leaf
With pictures pure and bright.

Even the tiniest child understands the simple thought and can repeat it clearly.

If it can be arranged, let the beginners have a valentine social and show them how to make a pretty heart-shaped valentine with the words,

Mother dearest, kind and true,
Here's a valentine for you.

Let them carry these home with an air of great mystery, suggesting that they may be hidden "under mother's plate." The little secret delights the child-heart and brings it into close and loving sympathy with the "teacher who plans so many nice things," as one little boy expressed it.

For Easter give each child a package of flower seeds. These can be obtained for one cent a package from several Flower Missions, and indeed, almost all florists furnish several

varieties at this price, for the special use of kindergartens and schools. The best results will undoubtedly be obtained from dwarf nasturtiums. When the seeds are distributed give simple directions for planting, and urge the children to bring the flowers to Sunday-school. If the teacher does not follow the matter up and create a genuine and lasting interest the chances are that the seeds will be taken home and put away in some drawer or closet, but if "teacher" cares about their fate and makes careful inquiry Sunday after Sunday, the seeds will receive great attention, and the small florists will be very proud of their gardens.

The five-cent packets contain more seed, and sometimes teachers may prefer to give them instead of the smaller packets. Cut flowers or potted plants make pretty Easter gifts, but the seeds are just as appropriate and often give more lasting pleasure. Larkspur, bachelor's button, petunia, and candytuft are other flowers easily raised from seed.

For Children's Day each member of the Beginners' Department may receive a banneret made of dainty pink cardboard of light weight, with a cluster of daisies painted in one corner, with the words,

> Birds, and flowers, and music gay!
> Happy, happy Children's Day!

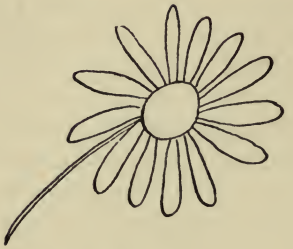
If the teacher cannot paint the daisies she can cut the pattern from white paper and paste them on the banneret, using tiny yellow circles for the centers.

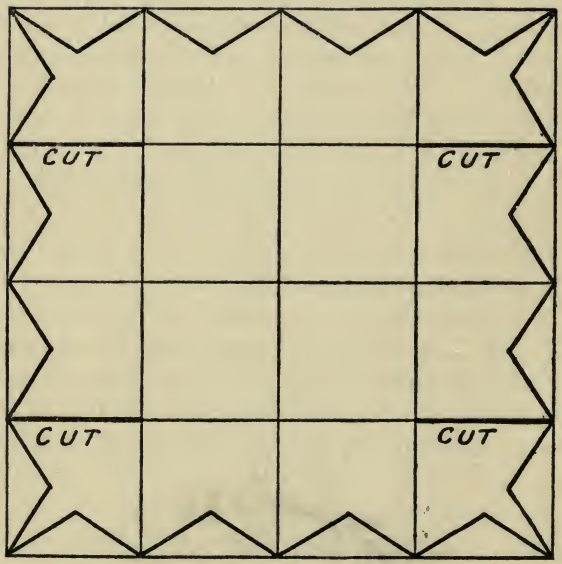
For Rally Day, which is usually held in September, little baskets filled with small sprays of goldenrod will be bright and attractive. To make the baskets take five-inch squares of paper and fold and cut according to diagram on page 94. Paste corners to form a square basket, and add a handle.

When Thanksgiving Day comes, a wee sheaf of wheat is a pretty souvenir, or a card in which three or four heads of wheat have been inserted. The cards may have the words written or printed in quaint lettering,

> Dear Father, by our daily living
> We'll try to show our true thanksgiving.

Christmas suggestions are so plentiful that it is needless to repeat them here. A very simple but exquisitely pretty gift for each member of a large class may be made by even the busiest teacher if she will mount the beautiful reproductions of the Bodenhausen Madonna on squares of gray cardboard. These pictures may be obtained from the Perry or the Brown Picture Company in half-cent and one-cent sizes. The latter are about six inches in length, while

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the former are about three and a half. Either size mounted on heavy gray cardboard makes a very attractive gift.

The love prompting the gift is what constitutes its real value. Even a tiny child appreciates the fact that his teacher has thought of him when absent, and the veriest trifle becomes a treasure, if real affection goes with it.

Some teachers have a hesitancy about "linking secular and religious things." I have heard conscientious persons say, "I don't like to give my children a flag on the Sunday before Memorial Day, because they may think of that more than of the lesson," or "Valentines for a Sunday-school social! We ought to pay more attention to religious truths and less to foolishness."

These objections may be honest, but they are, fortunately, growing rarer. The more we connect religion with everyday life, the better, and the wise teacher will make use of as many of the child's interests as possible. Many beautiful spiritual truths may be taught from the flag that every child loves and honors, and even so trifling a thing as a valentine may help to develop deeper love for parents, and, through them, for the great Father.

CHAPTER XI

SONGS FOR LITTLE CHILDREN

In selecting songs for the beginners it should be remembered that both words and music must be simple and child-like. The thoughts expressed must be on a plane with their interest. No five-year-old could possibly feel the truth expressed in such lines as,

> Prone to wander, Lord, I feel it,
> Prone to leave the God I love.
> Here's my heart, oh, take and seal it,
> Seal it for thy courts above.

He may sing the words lustily, but they are, and should be, Greek to him.

A child's feeling toward God should be the same affectionate impulse which he feels toward father and mother, with a deeper undercurrent of reverence. He has not "wandered far away from God," he has not "grieved Him o'er and o'er." He should be led to think of his Heavenly Father in an entirely natural and happy way, so the songs selected should avoid the religious experiences of adults in so far as they deal with remorse.

The words of every song should be most

carefully taught, so that their meaning will be plain to even the youngest ones. Never use long songs, and now and then allow one of the children to repeat the stanzas to you or the class.

I knew a kindergartner in a public school who had carefully (so she thought) taught the words of the beautiful cradle song beginning,

> Sleep, baby, sleep!
> Thy Father watches his sheep.

One day she asked one of the brightest boys in the class to repeat the song, and was horrified by the following version,

> Sleep, baby, sleep,
> Thy father washes his feet!

Sometimes children use very simple words for a long time with absolutely no conception of their meaning, because every one takes it for granted that the familiar terms are understood.

A minister's boy, a little fellow of seven years, once asked his mother, "Mother, what does gobless mean?" "I'm sure I don't know," she answered. "Oh! yes, you do. I say it every day." "Well, there is no such word." The boy looked unconvinced, and finally the mother said, "When do you say it, Frankie?" "Why! I say it twice a day, in the morning and at night. You know I say, 'Gobless papa. Gobless mamma.'" It was clearly evident that the

familiar petition, God bless, needed explanation before it could have any meaning for the petitioner, and I believe that the same bewilderment concerning other oft-reiterated expressions exists in the mind of many children. So let us see to it that the little singers understand the thought in each line of the songs taught.

The little child loves birds, flowers, grass, trees, and all the other beautiful things in nature. Through them he gets his first dim conception of divine power and love, and the thoughtful teacher will make constant use of this interest.

The music should not be too difficult and should be kept within compass of the childish voices. Do not let them shout while singing, but lead them to sing softly and sweetly.

Some teachers have three or four songs that are sung Sunday after Sunday. However sweet and pretty a song may be, it should not be used over and over until the children are tired of it. Have variety in this as well as in other things. Graceful motions are always enjoyed, and in many of the following songs I have suggested simple, easy gestures, to rest the children, while illustrating the thought they are singing.

ANGELINA W. WRAY. ETHEL V. WILT.

Rather slow.

1. On this day of rest and glad- ness, While the bells are
2. Now the earth is hush'd and qui - et, Si - lence lin - gers
3. Come and list - en to the sto - ry Of our heav'n-ly

ring - ing clear, Lit - tle chil - dren, come and list - en,
far and near. While the bells are soft - ly ring - ing,
Fa - ther's love, And His Son, who came to bring us

CHORUS. *Faster.*

To a sto - ry sweet and dear.
God in- vites His chil- dren here.
Joy and glad - ness from a - bove.
} Wel - come! wel - come!

wel - come! Lit - tle chil - dren, wel - come here!

WAKING TIME.

ANGELINA W. WRAY. ETHEL V. WILT.

Rather fast.

1. The wak - ing time has come a - gain, The winter days are past. Come
2. The leaves are bud-ding on the trees, The busy brown bees hum; New

lit - tle flow'rs, come birds and bees, 'Tis wak - ing time at last.
life, new joy, fills all the world, For wak - ing time has come.

CHORUS.

Time for the birds to build their nests, Time for the flow'rs to grow, For

God has sent the sun - shine warm To melt the win-ter's snow.

ANGELINA W. WRAY. ETHEL V. WILT.

Quietly.

1. What do the red, red ros - es say, By the sun - ny gar - den wall? "Be brave and strong," each red rose says To ev - 'ry child so small.
2. What do the fair pink ros - es say, In the sun-shine and the heat? "Be kind and gen - tle, lit - tle ones," Each pink rose whispers sweet.
3. What do the pure white ros - es say, With their pet - als like the snow? "Be pure in word and tho't and deed," Each white rose murmurs low.

CHORUS.

Ros - es, ros - es, bloom- ing fair, Send-ing fra-grance on the air;

Like the ros - es, let us be Fair and sweet for God to see.

SUNSHINE SONG.

ANGELINA W. WRAY. ETHEL V. WILT.

1. Af - ter the darkness scat - ters, Af- ter the long, long night, The
2. How can we scat-ter sun-shine Each in our own small place? We

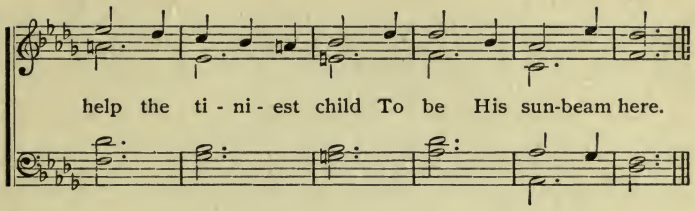
gold - en sun shines bright- ly Flood-ing the earth with light.
can be bright and hap - py, Show-ing a shin- ing face;

Rous-ing the drow - sy bird - ies, Wak-ing the sleep-ing flow'rs,
Help-ing the friends a - round us, Sing-ing the songs we love,

Each lit - tle sun-beam has its part In mak- ing sun - ny hours.
Each lit - tle child may al - ways be A sunbeam from a - bove.

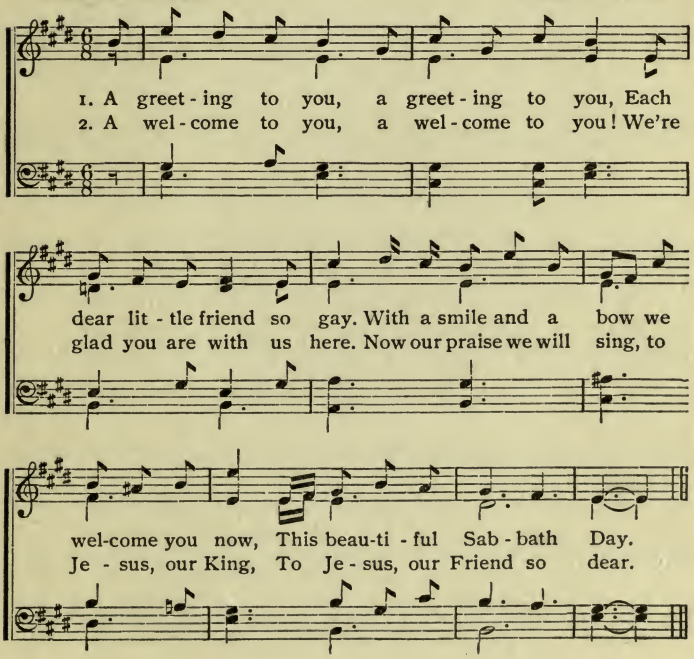
CHORUS.

Sunbeams, sunbeams, Filling the world with cheer, Je - sus will



A GREETING SONG.

ANGELINA W. WRAY. ETHEL V. WILT.



SONG FOR MOTHERS' DAY.

ANGELINA W. WRAY. ETHEL V. WILT.

1. O moth-er dear, a wel-come [1]true We glad-ly, glad-ly
2. Each bird-ie [3]in its ti - ny nest Thinks its own moth-er

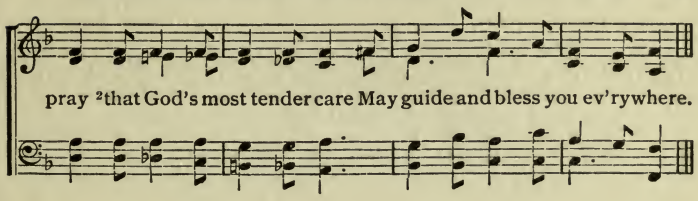
sing to you. We're al - ways glad to see you here, In
is the best; So ev - 'ry child, how - ev - er small, Loves

CHORUS.

this our Sab - bath-school so dear.
you, [4]dear moth-er, best of all. } A welcome [1]sweet, a

wel - come true, The chil - dren gai - ly sing to you, And

MOTIONS:—[1] Kiss finger-tips [2] Heads bowed. [3] Hands brought together, forming a nest. [4] Let each child point to his or her own mother.



EVENING.

ANGELINA W. WRAY. ETHEL V. WILT

Slow.

1. Sun- set on the wait - ing land, Sun - set on the sea. The
2. Twilight on the wait - ing land, Twi - light on the foam. A
3. Darkness on the wait - ing land, Dark-ness on the deep; But

clo - ver folds its dew - y leaves, The wind blows cool and free.
white-wing'd ship goes sail- ing out A - way from love and home.
God's great love still broods a - bove While earth and o - cean sleep.

Slow - ly fades the gold- en light; Slow-ly, slow - ly comes the night.
Sail - ing in the gold- en light, Sail- ing out to meet the night.
Watching o'er the ripp-ling foam, Watching, too, o'er love and home.

THE RAINY DAY SOLDIERS.

ANGELINA W. WRAY. ETHEL V. WILT.

Lively.

1. Who's a - fraid of the rain as it pat - ters all a - round?
2. Who's a - fraid of the rain as it tin - kles on the roof?

Who's a - fraid of the silv - 'ry rain? Not the flow'rs, nor the
Who's a - fraid of the silv - 'ry rain? It's God who gives the

trees, Not the birds, nor the bees, And nei - ther you nor I, 'tis plain.
show'rs For thirst-y trees and flow'rs; So wel - come, lit - tle drops of rain!

CHORUS.

We are Rain - y Day Sol - diers, don't you see, don't you see? And

not a-fraid of stormy days are we, are we. On a stormy Sabbath day

We will hurry on our way, For we're Rainy Day Soldiers, don't you see, don't you see?

CLOSING PRAYER.

ANGELINA W. WRAY. ETHEL V. WILT.

Slow.

1. Dear Fa - ther, to - night, When dark - ness has come,
2. When cur - tains of night Hang heav - y and low,
3. Thy love kept us safe This long hap - py day;

Watch o - ver each child And guard ev - 'ry home.
No child has a fear, Thy kind - ness we know.
Be with us to - night, Dear Fa - ther, we pray.

GOD'S CARE.

ANGELINA W. WRAY. ETHEL V. WILT.

Not too slow.

1. When the hap - py brown birds [1]flut - ter far, far a - way,
2. When the lit - tle brown birds [1]flut - ter home to the nest,

When the east[2] is a - glow with the com - ing of day, When the
When the sun - set is red in the beau - ti - ful west, [5]When the

gold - en sun[3] shines on the wide [4]rip - pling sea, My
ti - ny white moon[6] sails a - bove the deep sea, My

Fa - ther in heav - en is think - ing of me.
Fa - ther in heav - en is think - ing of me.

MOTIONS:—[1]Arms extended. Flying motion. [2] Point toward the east. [3] Arms meeting in circle over head. [4] Rippling motion with extended arms. [5] Point toward the west. [6] Point upward.

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